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ABSTRACT

The fine arts magnet program of the Dade County (Florida) public schools was evaluated. These programs offer intensive and specialized fine arts instruction and serve artistically talented students in five elementary, two middle/junior high, and two senior high schools. Focus is on such programs at the Moton Elementary, Perrine Elementary, Norland Middle, and Southwood Junior Schools, with a total magnet program enrollment of about 1,400 students. Data were collected via reviews and analyses of school records, and via administration of student, teacher, and parent surveys. Major findings were: (1) the program increased enrollment in three of the four schools evaluated in depth; (2) the black/non-black composition of the elementary population was improved; (3) parents, teachers, and students were generally satisfied with the program; (4) teacher hiring and retention procedures were successful for these schools; (5) entry criteria were effective in selecting talented students; (6) no negative adjustment consequences for participants who entered non-magnet areas were found; (7) a positive impact on the regular program was reported; (8) three of four principals indicated funding was not adequate; and (9) most teachers felt that there is a need for curriculum development in their speciality and improvement of staff development for talent program teachers. The overall impact of the fine arts program was positive for parents, teachers, and students. Fourteen graphs and 17 tables are provided. Appendices contain survey instruments. (SLD)

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DADE COUNTY PUBLIC SCHOOLS

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EVALUATION OF THE FINE ARTS
MAGNET PROGRAM

August 1987

TM 012 118

OFFICE OF EDUCATIONAL ACCOUNTABILITY

Dade County Public Schools
Office of Educational Accountability
1450 Northeast Second Avenue
Miami, Florida 33132

EVALUATION OF THE FINE ARTS
MAGNET PROGRAM

August 1987

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EXECUTIVE SUMMARY

As requested by the Office of Deputy Superintendent of Schools, an evaluation of the District's fine arts magnet program was conducted. Also called talent programs or Centers for the Arts, these programs serve artistically talented students, and they are offered within five elementary, two middle/junior high, and two senior high schools. The talent program offers intensive and specialized instruction to students in the fine arts.

The goals of the magnet programs in the Dade County Public Schools are to enhance the quality of educational opportunities for students, promote desegregation efforts, and stem declining enrollment.

The evaluation focused upon the programs implemented in Perrine Elementary, Moton Elementary, Norland Middle, and Southwood Junior High. All four programs had been implemented for a full year prior to 1986-87. Students in the magnet programs were enrolled in the schools on a full-time basis.

Nine major issues were addressed in the study. These nine issues and summary findings follow.

Enrollment: Enrollment for 1986-87 exceeded the enrollment figures for 1982-83 (year preceding magnet implementation) by 25% at Perrine Elementary, 93% at Moton Elementary, and by 52% at Southwood Junior. Enrollment for 1986-87 exceeded 1983-84 enrollment by 6% at Norland Middle. In the case of the two elementary sites and Southwood Junior increases were attributed to magnet implementation.

Racial/Ethnic Isolation: The program was found to be effective in improving the black/non-black composition of the elementary student populations. A comparison of pre- and post-magnet measures showed no improvement in racial desegregation at the secondary sites, however the discrepancy measures were found to be better than what would have resulted if the program were not implemented. Improvement in the ethnic composition (Hispanic/black/white) of students was observed only at Moton Elementary.

The racial and ethnic composition of classroom teachers was relatively close to districtwide figures. A significant change in the racial composition of classroom personnel after the magnet program was observed only at Moton Elementary.

Student/Teacher/Parent Satisfaction: In general, survey data indicated satisfaction with school among students, teachers and parents within both programs. In most cases, the level of satisfaction between the magnet and non-magnet cohorts was similar.

Teacher Hiring and Retention: Most of the magnet program principals felt that advertisement procedures were effective in identifying a desirable pool of applicants for the program. All felt that most of the magnet program staff was of high quality and fell into the master teacher category. None of the principals had experienced problems with current teacher evaluation and dismissal procedures with respect to magnet program teachers.

Student Recruitment and Selection: Each of the principals and most of the talent program teachers felt that entry criteria were effective in selecting talented students.

Attendance figures revealed that most magnet students originated from the target sites and schools in close proximity to the program site. This was found to be a result of ineffective recruitment in some schools, the sending school's distance to the magnet site, lack of student interest, transportation, and failure of students to meet selection criteria.

Articulation: Data failed to yield evidence to suggest any negative consequence on student adjustment in other programs as a result of magnet program participation. Students who entered other types of programs (non-magnet), after participating in the talent program had favorable attitudes about their school, teachers and classes. The majority of these students also reported that their grades remained at the same level or had improved. Most continue to enjoy activities related to their talent area and include them among their leisure activities.

Impact Upon Regular Program: Overall, the magnet program was reported as having a positive impact upon the regular program. Neither principals nor a majority of the teachers could identify any area in which the magnet program has had a negative impact or has worsened since magnet program implementation. Some areas of improvement agreed upon by principals and teachers were staff commitment and dedication, the curriculum, students' attitudes toward other races, student achievement, student enthusiasm for learning, students' self-image, and community interest and involvement. Analysis of trends failed to provide strong support for any program impact on student attendance rates.

Principals of sending schools with a large student representation in the magnet program were surveyed to determine the impact of the magnet program upon their schools. Overwhelmingly, the magnet programs were described as having a negative impact upon the home schools. The more seriously affected areas were student enrollment and the quality of the school's expressive arts program.

Program Funding: Three of the four principals interviewed indicated that the 1986-87 level of magnet program funding was not adequate. Two of the four principals expressed that funding was insufficient because of the high cost of supplies for certain specializations.

Needs and Problem Areas: The majority of teachers felt that there is a need for curriculum development in their specialty as well as a need to improve staff development for talent program teachers. A substantially larger number of teachers expressing needs in both areas were employed in the secondary programs. A large majority of dance and drama teachers also expressed needs in these areas. Few problems were associated with the program. Transportation, however, was mentioned most often by principals as a problem of severe magnitude.

In the initial proposal for the evaluation, student achievement was included among the issues to be addressed. Student achievement was not evaluated because of a need, by the program's administrators, to modify and refine procedures for assessing art and music achievement. An evaluation of the program's impact upon art and music achievement will be conducted during 1987-88.

Differential selection rates for racial and ethnic subgroups could not be investigated due to lack of sufficient information. At two schools, files of applicants for the 1986-87 school year who were rejected had been disposed of because of inadequate storage space. Personnel also indicated that they had not been aware of any directive to maintain the information.

In summary, findings showed that the magnet program has been successful in achieving its three major goals, particularly in the elementary sites. The enhancement of educational opportunities at the schools was successful in attracting students which, in most cases, resulted in significant increases in student enrollment and racial/ethnic composition which more closely reflected the districtwide composition. In some cases where the actual racial and/or ethnic composition did not improve, it was shown that the student composition would have worsened in the program's absence. At Norland Middle, where the program has been implemented the shortest amount of time, the previously negative enrollment trend reversed during 1986-87 (its second year of implementation). This may signal the beginning of a continuously upward trend.

In examining other factors related to the program, the findings show that it has had an overall positive impact upon students in the magnet program as well as the overall school. The attitudes of most parents, teachers, and students (magnet and non-magnet) at the schools are positive.

Overall, the magnet program has had a positive impact by improving the school environment, or by stemming negative trends.

I. INTRODUCTION

General Description

As requested by the Office of Deputy Superintendent of Schools, an evaluation of the district's fine arts magnet program was conducted by the Office of Educational Accountability. Also termed as talent programs or Centers of the Arts, these programs serve limited populations of students within five elementary, two middle/junior high, and two senior high schools.

Three distinct features characterize traditional magnet schools and/or programs. They 1) offer a special or distinctive program; 2) allow students to enter on a voluntary basis, and 3) are racially mixed and serve primarily to decrease racial segregation. In general, the operation of the DCPS magnet projects reflect these distinctive program features. Intensive and specialized instruction is offered to eligible students in several areas of the fine arts. Artistically talented students are recruited and, upon acceptance, provided with unique curriculum experiences not found in other DCPS locations. In the talent programs, these curriculum experiences are concentrated in the fine arts.

Talent programs are implemented at schools and operate as either pull-out or full-time programs. In the pull-out programs (Drew Elementary and Rainbow Park Elementary), students from area schools receive four hours of instruction, one day each week. On the otherhand, students in the full-time programs (two elementary and all secondary programs) are instructed in their designated arts area for a minimum of four times a week.

Program Goals

The purposes of magnet programs/schools have been to enhance the quality of educational opportunities for students, promote desegregation efforts, and stem declining enrollment.

The magnetizing force of the magnet is the quality and uniqueness of its program offerings and structure; and its success in drawing students rests upon this element. The unique programming and structure of the magnet is that element of the program most responsible for additional program outcomes.

The special programming has often enhanced the educational opportunities for students in schools where implemented, thereby improving overall student achievement and community perceptions of the school. Increasingly, magnet programs have been used as a means of increasing the levels of parental satisfaction and community support of schools because of their success in addressing student needs.

Student interaction in a multiracial/multi-ethnic environment is expected to promote intergroup communication and acceptance. In addition, the students' common appreciation for the arts is expected to stimulate intergroup and intercultural understanding. As a consequence, positive change in the morale and attitudes of students and parents is encouraged.

Objectives to be achieved by the magnet program have been specified for each program site. Five generic goals were identified, each related to student enrollment, satisfaction with school, or intergroup understanding.

Specifically, the programs are expected to produce the following outcomes in schools where implemented:

1. Improve school attendance by approximately 5%;
2. Eliminate, reduce or prevent racial isolation by bringing the racial/-ethnic ratio of the magnet program school closer to that of the district (33% Black, 67% non-Black);
3. Improve student, parent, and teacher perceptions of the school;
4. Increase the school's student enrollment;
5. Increase the cultural awareness of students who demonstrate talent and high motivation in the area of the arts.

Target Schools

Elementary and middle/junior high programs were the focus of the evaluation and were limited to full-time programs that had operated for at least one full year prior to 1986-87. Programs in compliance with these criteria operate within four schools: Moton Elementary, Perrine Elementary, Norland Middle, and Southwood Junior. Programs at these schools operated in conjunction with the regular, academic program. During 1986-87, programs at the target schools operated on a total budget of \$1,252,196, with a total magnet program enrollment of approximately 1,400 students.

Program descriptions specific to the elementary and secondary projects follow.

Elementary Program

Magnet programs in the two elementary schools were open to qualified students in grades three through six. During 1986-87, Perrine Elementary housed 143 magnet program participants in grades three and four; 295 fifth and sixth grade students were housed at Moton Elementary. Both programs have operated since 1983-84.

The curriculum at the two elementary schools afforded the students with intensive instruction and training in the specializations of art, dance, and music. In addition to these three areas, drama was among the fine arts components offered at Moton Elementary. Each component of the program offered its own unique curriculum.

Students in the fine arts magnet programs received one and one-half hours of consecutive class time, four days per week, in their talent area. The remainder of the school day was devoted to academic study in classes with the regular program students.

All of the students were recommended from schools in the South and South Central areas and were required to meet specific entry-level criteria developed by a panel of experts in the specialization of interest.

Secondary Programs

Programs at Norland Middle and Southwood Junior also operated as full-time programs in which students were given two hours of daily instruction in the arts. The program was initially implemented at Southwood Junior in January 1982. Summer 1984 marked the initial implementation date at Norland Middle.

Both schools provide a magnet program for students in grades 7-9. Norland Middle provides a talent strand and academic program for grades 7-8. Ninth grade students in the Norland program attend Norland Senior for their academic courses.

Programs in art, drama, dance and music were offered at both sites. In addition, Southwood Junior offered programs in photography, television broadcasting, and creative writing. The creative writing component will be discontinued subsequent to the 1986-87 school year because it is considered to be a program which can be well implemented in a non-magnet program. A second reason is inadequate space as Southwood Junior was above program capacity during 1986-87.

II. EVALUATION QUESTIONS

This study focused upon the program's effectiveness in achieving its major objectives and investigated other issues of concern to program administrators. Nine major issues were addressed in the evaluation: 1) enrollment; 2) racial and ethnic isolation; 3) student, teacher, and parent acceptance; 4) teacher hiring and retention; 5) student screening and selection; 6) articulation; 7) impact upon the regular program; 8) program cost and 9) problems and need areas. Specific questions related to these issues are given below.

A. Enrollment

1. What has been the impact of the magnet program on student enrollment?

B. Racial and Ethnic Isolation

1. To what extent have racial and ethnic balance been achieved within schools where magnet programs have been implemented?
2. What has been the effect of the magnet program on the racial and ethnic makeup of personnel within the target schools?

C. Student/Teacher/Parent Acceptance

1. What are the perceptions of magnet program students regarding their school and how do these perceptions compare with those of students within the regular program?
2. What are the perceptions of teachers (magnet program and regular program) regarding the school in which they are employed?
3. What are the perceptions of parents (magnet and regular program) regarding their child's school?

D. Teacher Hiring and Retention

1. What are the teacher hiring practices used by principals of magnet program schools?
2. Do current hiring and tenure practices facilitate the selection and retention of master teachers?
3. Are the current teacher evaluation system and dismissal procedures appropriate for use with instructional personnel in the magnet program?

E. Student Screening and Selection

1. What criteria are used for entry into the talent programs? Are these criteria appropriate?
2. Do entry requirements have an equal impact upon the selection of whites and nonwhites?
3. What recruitment procedures are used? Are recruitment procedures effective in attracting students from different schools, areas, and ethnic groups?

F. Articulation

1. What types of programs do students enter after leaving the magnet program?
2. How has the magnet program experience affected student adjustment in other programs?

G. Impact upon Regular School Program

1. What effect has the magnet program had upon the regular program in the schools where it has been implemented?
2. What effect has the magnet program had on the programs of schools from which students have been drawn?

H. Program Cost

1. What do magnet programs cost over and above regular per student allocations?
2. Is current funding of the magnet projects adequate?

I. Problem and Need Areas

1. What do school personnel identify as problems associated with the operation of the program?
2. What are the current curriculum and staff development needs of the program?

Student achievement was included as a tenth issue in the study's proposal. This issue was not addressed in the study because of a need, by the program's administrators, to further modify and refine procedures for assessing art and music achievement. An evaluation of the program's impact upon art and music achievement will be conducted during 1987-88.

III. EVALUATION PROCEDURES AND FINDINGS

A. STUDENT ENROLLMENT

Evaluation Procedures

The impact of the programs upon the general student enrollment was examined with respect to changes in the number of students enrolled in the school. Data are reported for at least four years prior to program implementation and for each subsequent year to detect changes in enrollment trends. These trends are also compared with overall district enrollment trends.

Evaluation Findings

Type and Extent of Change

By offering specialized curricula that would be attractive to students, an expected outcome in talent program schools is an increase in student enrollment. Such increases in enrollment were observed in each of the talent program schools. Enrollment for 1986-87 exceeded the enrollment figures for the year immediately preceding talent program implementation by 25% at Perrine Elementary, 93% at Moton Elementary, 6% at Norland Middle, and by 52% at Southwood Junior.

Extent Changes were the Result of Magnet Program

In order to establish evidence that these increases were the result of talent program implementation, pre-magnet and post-magnet enrollment trends were compared. The pre-magnet trend consisted of the five-year period preceding program implementation at a school site. This was compared with enrollment figures for each year after the start of the programs. Enrollment trends are given in Table 1 (page 9) and are illustrated graphically in Figure 1 through Figure 4 (pages 10-13).

District and school trend comparisons yielded evidence to suggest a positive program impact upon student enrollment in three of the four school sites -- Perrine Elementary, Moton Elementary, and Southwood Junior.

In the case of the two elementary sites (Perrine and Moton), the impact of the magnet program can be observed through a change in the general direction of the pre-magnet and post-magnet trends. Generally, negative pre-magnet growth patterns were reversed subsequent to program implementation. For both schools, the positive growth trends began with the first year of magnet implementation.

The five-year period which preceded program implementation at Perrine Elementary was characterized by enrollment declines, averaging -0.5%; the rate of growth observed in the school was usually lower than the districtwide rate. Enrollment increased during only one of the five years (1979-80) which preceded the program. In comparison, each year of post-magnet growth was positive and exceeded the Districtwide growth rate, with the exception of 1986-87.

At Moton Elementary, a similar type of declining enrollment pattern was revealed for the pre-magnet period. Enrollment increases were observed for two of the five pre-magnet years (1980-81 and 1982-83) with significant declines in enrollment the remaining years. However, for each year of talent program implementation at Moton, positive growth was observed. These trends are more clearly observed in Figure 1 (page 10) and Figure 2 (page 11).

In addition to the positive growth trend observed during talent program implementation, the percentage of increase in enrollment for the two schools was substantially higher than the expected growth rates. The expected rate of change in enrollment is the percentage of change observed districtwide. During most of the pre-magnet years, the average growth rates for Perrine and Moton were less than the districtwide rates of change. Growth rates for Perrine averaged -.5 percent during the pre-magnet period observed in the study. An average pre-magnet growth rate of -5.2 percent was calculated for Moton Elementary. During the years of talent program implementation, growth at Perrine Elementary averaged +5.7 percent and +18.7 percent at Moton Elementary, both exceeding the districtwide average of +2.5 percent from 1983-84 to 1986-87.

Enrollment trends for Southwood Junior are illustrated in Figure 4 (page 13). The impact of the program upon enrollment at Southwood Junior is evident by the increase in growth rates that began with talent program implementation. Unlike the other schools, pre-program growth was positive at Southwood Junior, with the exception of the 1981-82 school year in which the enrollment was down by three percent from the previous school year. Enrollment growth for the pre-magnet period averaged +3.7 percent. For most years, enrollment during the post-magnet period continued to increase, but at much higher rates. The post-magnet growth rate averaged +7.9 percent.

No program impact was discernable from the enrollment data for Norland Middle. Although 1986-87 enrollment exceeds 1983-84 enrollment by six percent, this increase is due solely to the 9.5 percent increase in enrollment between 1985-86 and 1986-87. Pre-magnet enrollment declines which began in 1983-84 continued through the first two years of program implementation. Although the declines were experienced, the significant increase in 1986-87 may suggest a delayed program impact. However, substantiation of such an impact requires continued follow-up of future enrollment data. The pre-magnet and post-magnet enrollment patterns for Norland Middle are depicted in Figure 3 (page 12).

Disparity Between Actual and Expected Enrollment: Figures for 1980-81 (the year of the Mariel student influx) represent the highest level of enrollment for most of the schools for the pre-magnet period examined in the study. If the schools' 1980-81 enrollment changed at the same annual growth rate as observed districtwide, the projected enrollments depicted in Figure 1 through Figure 4 (pages 10-13) would emerge. In all but one of the schools, the 1986-87 enrollment exceeds the figure projected from 1980-81 data. The 1986-87 enrollment is over and above the expected student enrollment by 40% at Southwood Jr., 1% at Norland Middle and 7% at Moton Elementary.

At Perrine Elementary, the discrepancies between actual and expected enrollment increased each year until 1983 (1st year of magnet). At that time, the difference between the actual and estimated figures decreased until 1985 when school enrollment exceeded the projected number. Because of a decrease in enrollment, 1986 figures are less than expected.

Summary

Overall, enrollment has improved since the magnet program. During 1986-87, enrollment exceeded or was very close to estimated enrollment based on projections of 1980-81 figures. Sufficient evidence exists to conclude that the changes in enrollment of three schools are due to the magnet program.

TABLE 1

SCHOOL AND DISTRICT ENROLLMENT TRENDS (1979-1987):
PERCENT CHANGE IN ENROLLMENT

	PERRINE ELEMENTARY	MOTON ELEMENTARY	NORLAND MIDDLE	SOUTHWOOD JR.	DISTRICT
1978-79	-3.9	-16.7	-	5.1	-2.8
1979-80	20	-11.7	-2.6	1.1	-1.1
1980-81	0	28.2*	5.4	3.0	3.0
1981-82	-6.1	-30.4	8.1	-3.2	-3.6
1982-83	-12.4	4.5	0.0	12.6**	-1.1
1983-84	-1	-	-7.8	-	-
Average Pre-Magnet Percent	-5	-5.2	.6	3.7	-1.1
1983-84	4.7	12.5	-	10.3	0.8
1984-85	11.0	34.2	-2.6***	10.3	1.9
1985-86	8.8	15.9	-0.0	13.8	3.5
1986-87	-1.6	12.2	9.5	-3.0	3.6
Average Post-Magnet Percent Change	5.7	18.7	2.3	7.9	2.5

* The actual student enrollment equaled 526. However, the number of students in grades 1-4 was subtracted in order to maintain the K - 5,6 grade configuration.

** The Art Program was implemented in January, 1983.

*** The first year of implementation at Norland Middle.

PERRINE ELEMENTARY

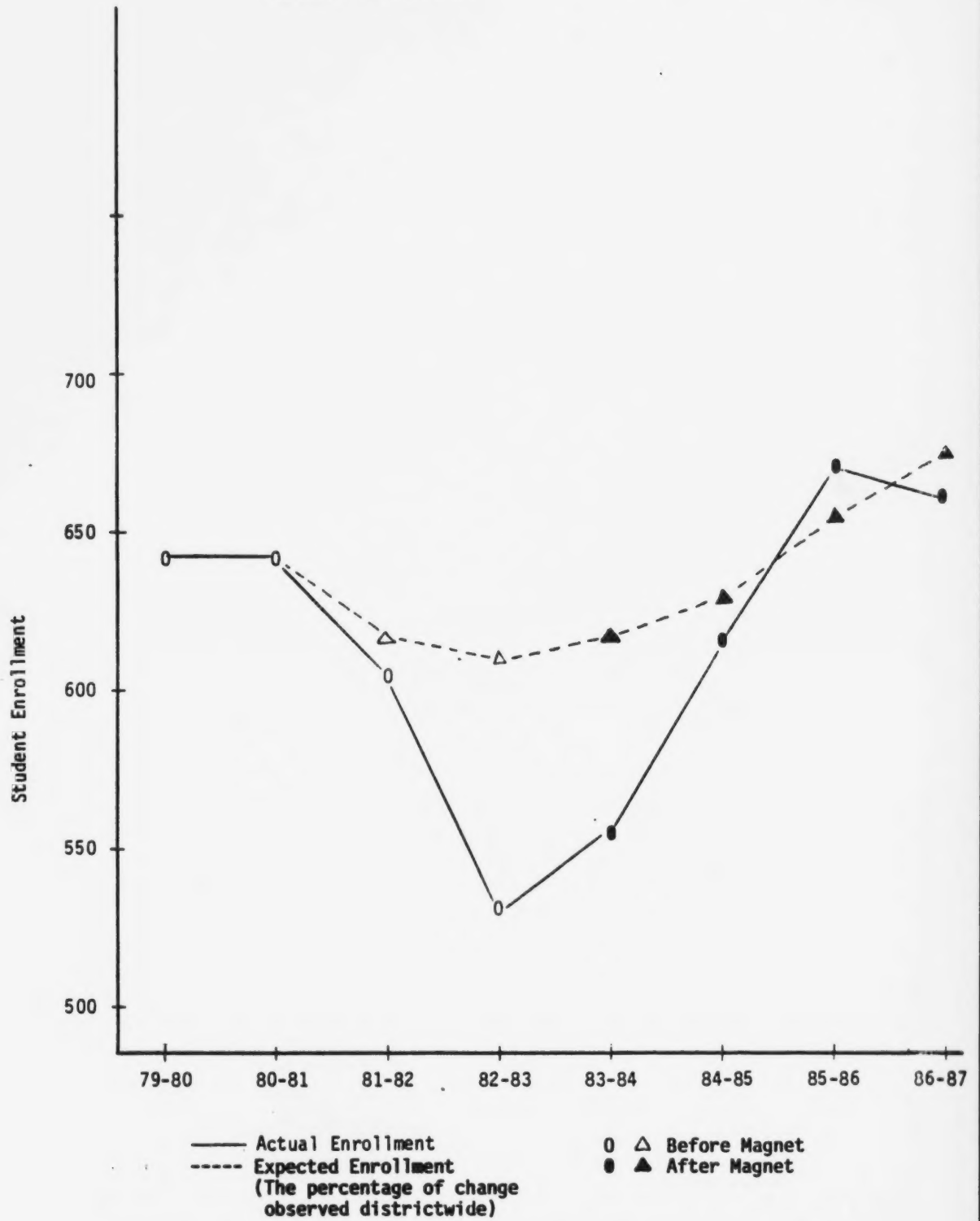


Figure 1. Student Enrollment Trend (1979-1986): Perrine Elementary

MOTON ELEMENTARY

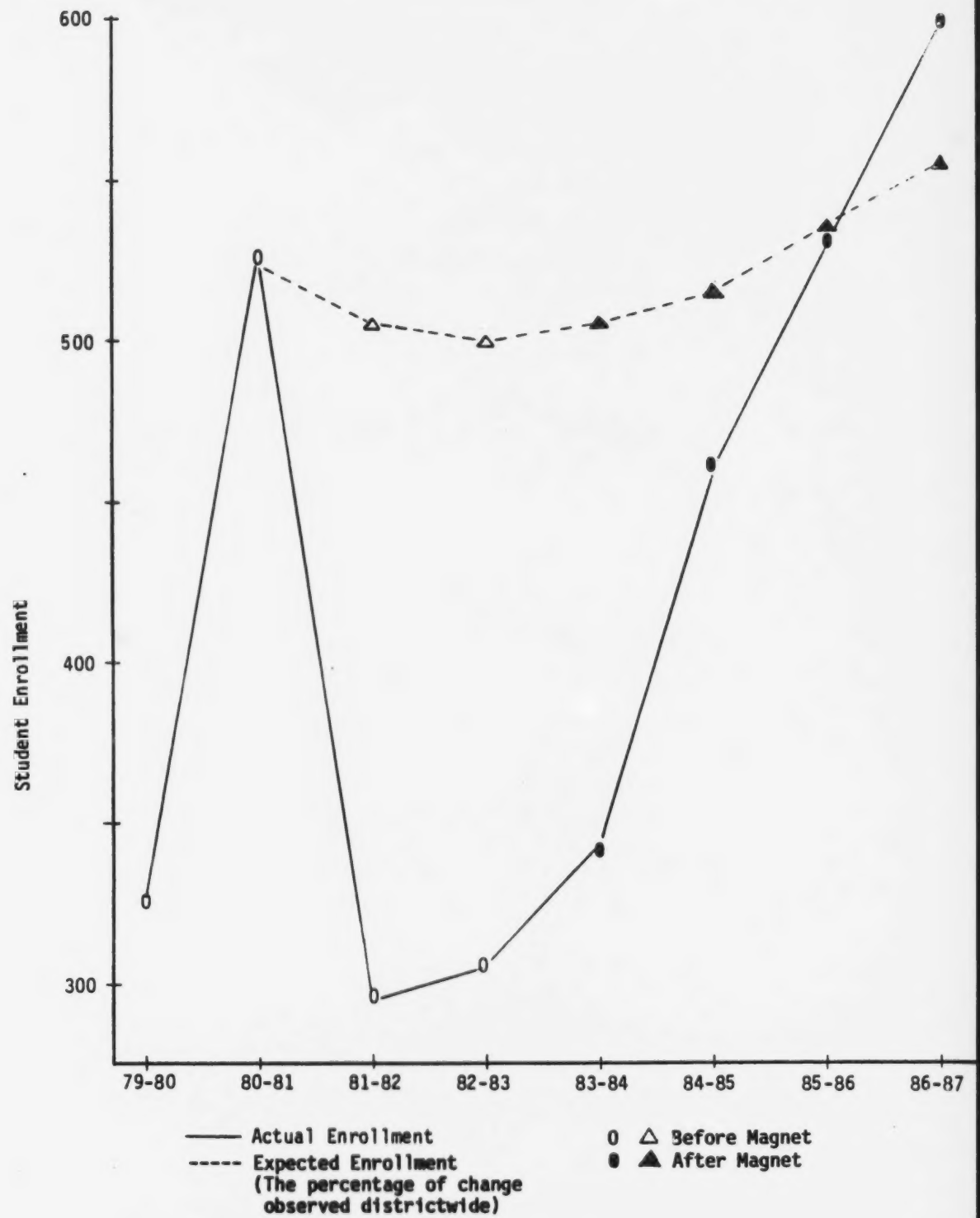


Figure 2. Student Enrollment Trend (1979-1986): Moton Elementary

NORLAND ELEMENTARY

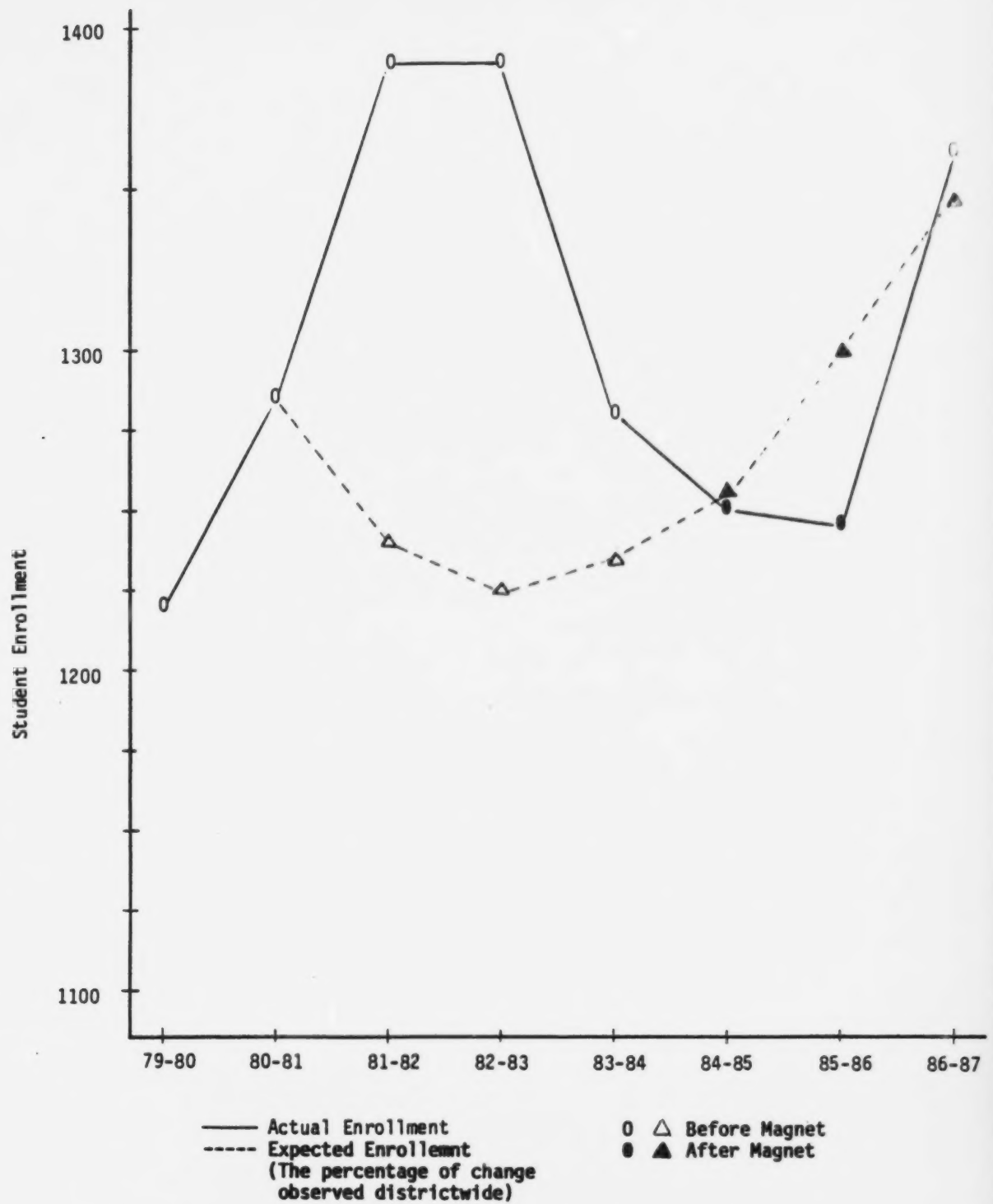


Figure 3. Student Enrollment Trend (1979-1986): Norland Middle

SOUTHWOOD JUNIOR

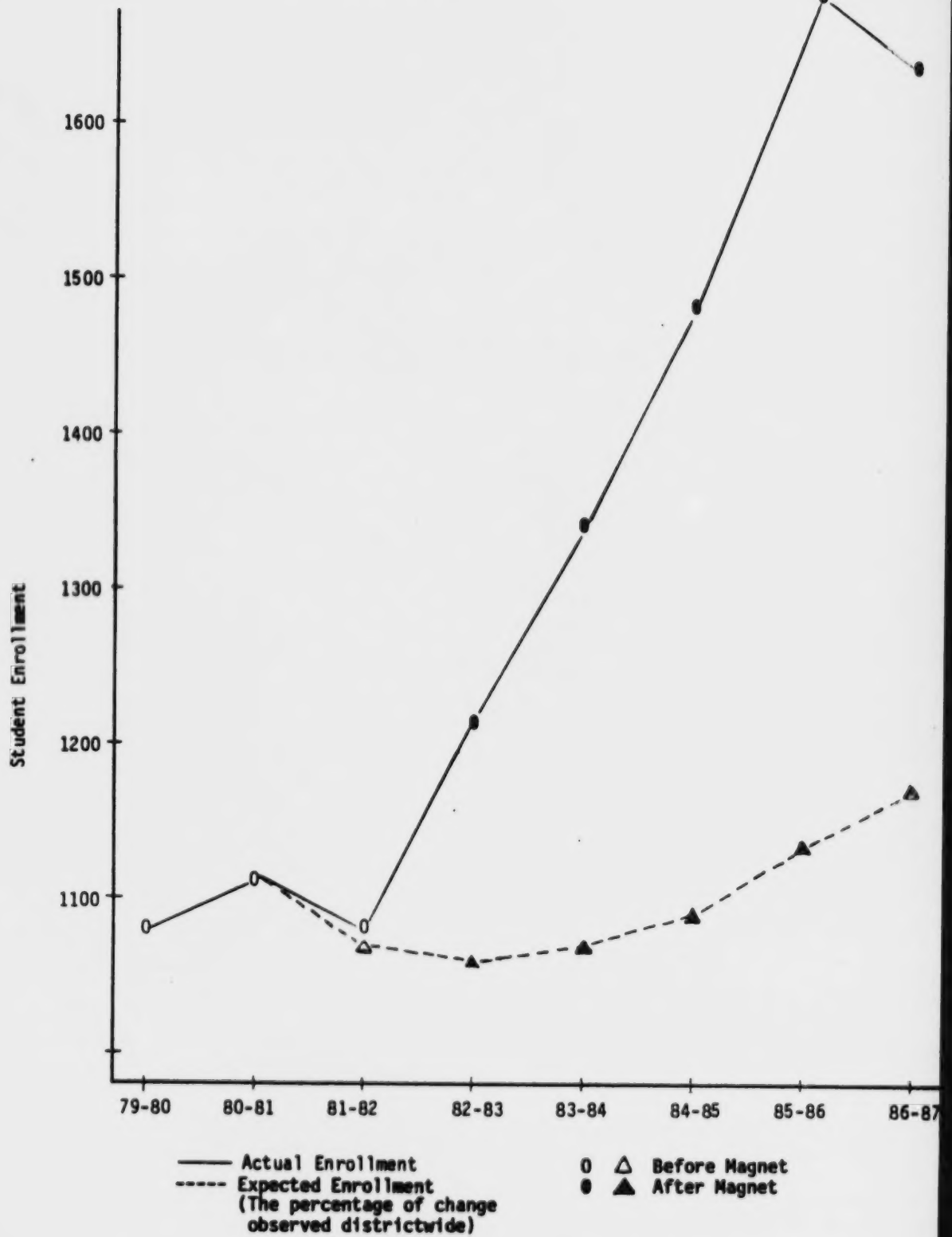


Figure 4. Student Enrollment Trend (1979-1986): Southwood Junior

B. RACIAL AND ETHNIC COMPOSITION OF STUDENTS

Impact Upon Racial Balance

Evaluation Procedures

To assess the racial makeup of students, the percentage of black and nonblack (Hispanic and white) enrollees, for each year of magnet implementation within the four schools, was determined from District records. These data were examined to determine the extent to which racial balance had been achieved within the individual schools.

To measure the degree of racial balance for a particular school, numerical values, called discrepancy indices, were calculated for each site. A discrepancy index is the absolute difference between the district percentage for a racial group and the school percentage for that group. The size of the discrepancy indices are positively correlated with the degree of racial imbalance where racial imbalance increases as the size of the index increases.

The maximum value of the actual district/school discrepancy exists when the minority racial group within the district (blacks) comprises the total student population within a school. This maximum value could vary year-to-year and depends upon the districtwide representation of blacks.

Actual school and district percentages were used in the analysis with the exception of Moton Elementary for 1980-81. School figures for that year estimate the racial makeup of the school with a K-5,6 grade configuration. Students in grades 1-4 (100% Hispanic) were subtracted from the student population in order to maintain the K-5,6 configuration for comparison purposes.

Since three of the four magnet projects had been operational for at least three years, analysis of post-magnet trend changes was possible. Each trend consisted of racial disparity data for at least the three years prior to project installation in the school and all years subsequent to project start. Separate intergroup comparisons were made for each school site.

Evaluation Findings

One of the expected outcomes of magnet programs is an improvement in the racial balance of schools where programs are implemented. In this report, racial balance is the extent to which the racial composition of a school's student population approximates the proportion of the racial group's representation districtwide.

Table 2 (page 18) presents data which have been used to determine the extent to which the four schools have become more racially balanced since the implementation of the expressive arts magnet programs. The degree of improvement in racial balance was determined by a comparison of each school's discrepancy index for the school year prior to magnet implementation and the discrepancy index for the 1986-87 school year. Any impact would most likely be detected by a comparison of these two school years since, for the five-year period preceding program implementation in the schools, the greatest degree of school/district disparity usually occurred during the school year immediately preceding talent program implementation.

Reductions in the disparity between school and district percentages were observed only in the two elementary schools. This improvement was slight at Perrine Elementary (-1), whereas the difference was more pronounced at Moton Elementary in which the school's enrollment of black students was closer to the district percentage by 8 points in 1986-87. The nature of change in the racial composition of the schools is illustrated in the display of pre-magnet and post-magnet discrepancy trends in Figure 5 (page 21) and Figure 6 (page 22). Steady increases in school/district disparity were observed for the 2-3 years preceding magnet implementation followed by declines until 1986-87 when there were slight increases at both schools. Again, the pre/post-magnet changes are most dramatic at Moton Elementary.

Opposite findings for the pre-magnet and 1986-87 discrepancy comparisons were observed in the middle/junior high schools. At each school, the district-school disparity was greater in 1986-87 than during the year preceding the program. Illustrations of pre-magnet and post-magnet discrepancy trends in Figure 7 (page 23) and Figure 8 (page 24) show that the talent program has not been effective in reducing the percentage of students from overrepresented racial groups at these two schools.

The nature of the talent student populations at the four magnet sites most likely accounts for these findings. With the exception of Norland Middle, the programs have attracted large percentages of white and other nonblack students. The ethnic composition of students enrolled in the magnet programs during 1986-87 appear in Table 3 (page 19). White students comprise the majority of magnet students at Perrine Elementary, Moton Elementary, and Southwood Junior. In the case of Perrine and Moton, the schools' overall percentage of blacks was reduced by the large percentage of incoming whites attracted by the magnet program. However, at Southwood Junior, where blacks were initially underrepresented, the increase in the number of whites, resulting from the magnet, further reduced the percentage of black students in the student population, resulting in a greater school-district disparity.

Norland Middle, on the otherhand, failed to attract a large percentage of white and Hispanic students. It should be noted that a full-time junior high program does not exist in the Northwest area where there is a large concentration of black students. A large percentage of the transfer students at Norland (approximately 22%) consisted of students from this area. Since black students are overrepresented in the regular school program, the large percentage of blacks entering the talent program from other sending schools resulted in an increase in the overall representation of blacks in the school.

Although improvements in racial balance were observed only in the two elementary schools, results from additional analyses of the data indicate that the magnet program did have a positive impact upon the racial balance at each of the school sites. Although racial segregation was not reduced in all schools, the program impacted racial isolation by slowing the rates of increase by overrepresented racial groups.

In arriving at the above conclusion, the racial composition of the magnet sites, in the absence of the program, was estimated for each school. Talented students who had transferred from other schools for the purpose of participation in the talent program were excluded from the student enrollment counts. Racial measures that appear in the last two columns of Table 2 (page 18) estimate the racial composition of the school if the magnet were not implemented, that is, with the transfer students excluded from the student population.

For each school, the estimated 1986-87 percentages (without the program) are higher than the 1986-87 percentages which included magnet program students from other "sending schools". In the case of Moton Elementary, the discrepancy index would have nearly doubled in the absence of the magnet program. Whereas actual 1986-87 discrepancies for Norland Middle and Southwood Junior are larger than the pre-magnet indices, the disparities would have been greater in the absence of the program.

To summarize, the impact of the magnet in reducing district/school race disparity is not consistent and must be examined on an individual school basis. In the elementary program, the district/school disparity was reduced. Evidence is strong that this reduction was caused by the magnet program. To the contrary, increases in racial segregation were observed at the secondary sites. The one consistent finding, however, is that the district/school discrepancy would be higher, at each site, in the absence of the program.

Impact Upon Ethnic Composition of Students

Evaluation Procedures

Changes in ethnic balance were examined in a manner similar to that used to investigate racial balance. A discrepancy index (the absolute difference between an ethnic group's percentage in the school and its representation districtwide) was calculated for each of the three major ethnic groups represented in the district -- White, Black (Non-Hispanic) and Hispanic. The average of the discrepancy values was used as a measure of ethnic balance, the degree of school and district agreement with respect to the percentage of ethnic representation for a given school year.

Discrepancy indices were calculated for at least a three-year period prior to initiation of the program and for each year of program implementation.

Evaluation Findings

The values of the discrepancy indices for each school are graphed in Figure 5 through Figure 8 (pages 21-24).

The data presented in Table 5 (page 20) fail to support any improvement in the ethnic balance of the four schools. For two of the schools -- Perrine Elementary and Norland Middle -- there was a greater degree of ethnic balance during the year which preceded the program than during 1986-87. At Moton Elementary and Southwood Jr., ethnic balance measures for 1982-83 and 1986-87 were equal.

Examination of the trends in Figure 5 through Figure 8 (pages 21-24) would suggest a program impact in only one of the four schools, Moton Elementary. The pattern of ethnic discrepancy measures was very similar to the pattern of racial measures. For the two years which preceded the magnet program at Moton, the degree of school and district disparity increased. This trend was reversed, beginning with the first year of magnet program implementation, and continued downwardly through 1985-86. A slight increase was observed in school/district disparity during 1986-87.

The sharp decrease in district/school ethnic disparity at Moton during 1980-81 (pre-magnet) is due to the K-6 grade configuration for that year as compared to the K, 5-6 organization for all other years. For that year, grades 1-4 consisted entirely of Hispanic students, thereby reducing the overall school disparity for that ethnic group.

At Perrine Elementary, Southwood Jr. and Norland Middle, there is a great degree of similarity between pre/post magnet trends. At Perrine, small increases with short periods of stability characterized pre/post periods. Ethnic discrepancy measures have remained virtually constant at Southwood Jr. since 1983-84 and at Norland Middle since 1982-83.

At the three sites there has been greater degree of ethnic imbalance than racial imbalance during most or all of the post-magnet period. Much of the disparity can be attributed to the underrepresentation of Hispanic students in each of the schools. For the period of 1983-84 through 1986-87, the Hispanic enrollment did not exceed 14% in any of the four schools. At Perrine Elementary, for example, the Hispanic enrollment decreased from 12% to 9% for that period compared to a districtwide increase from 39% to 42%.

TABLE 2

PRE-MAGNET AND POST-MAGNET PERCENT BLACK (NON-HISPANIC) ENROLLMENT
AND
DISCREPANCY INDICES FOR MAGNET PROGRAM SCHOOLS

	Year Preceding First Full Year of Program Implementation		1986-87 School Year		1986-87* Without Magnet Program	
	% Black	Discrepancy**	% Black	Discrepancy**	% Black	Discrepancy**
PERRINE ELEMENTARY	43%	12	44%	11	47%	14
MOTON ELEMENTARY	58%	27	52%	19	67%	34
NORLAND MIDDLE	51%	19	65%	32	66%	33
SOUTHWOOD JUNIOR	19%	12	20%	13	23%	10

* The estimated percentage of black students was derived after subtracting transfer students (for the magnet program) from the student population.

** The absolute difference between the percentage of black students in the school and the percentage districtwide.

NOTE: Even though improvements in percentages of ethnic group representation at particular school sites may be observed, the changes in discrepancy or disparity may not be significant due to similar changes districtwide.

TABLE 3
ETHNIC COMPOSITION OF STUDENTS ENROLLED
IN MAGNET PROGRAMS (1986-87)

	% White	% Black	% Hispanic
Perrine Elementary	60	27	13
Moton Elementary	56	25	19
Norland Middle	20	59	21
Southwood Junior	70	13	17

TABLE 4
ETHNIC COMPOSITION OF TRANSFER STUDENTS
IN MAGNET PROGRAMS (1986-87)

	% White	% Black	% Hispanic
Perrine	57	25	13
Moton	50	25	18
Norland Middle	19	56	22
Southwood Junior	66	13	20

TABLE 5

PRE-MAGNET AND POST-MAGNET ETHNIC GROUP REPRESENTATION

	Year Preceding First Full Year of Magnet				1986-87 School Year				1986-87* Without Magnet Program			
	W	B	H	Average** Discrepancy	W	B	H	Average** Discrepancy	W	B	H	Average** Discrepancy
PERRINE	44%	43%	12%	18	45%	44%	9%	22	43%	47%	9%	22
MOTON	34%	58%	9%	21	36%	52%	10%	21	29%	65%	7%	24
SOUTHWOOD	71%	19%	9%	27	65%	20%	13%	28	65%	23%	11%	27
NORLAND	39%	51%	8%	20	22%	65%	12%	21	22%	66%	10%	22

* The estimated ethnic group percentage were derived after subtracting the number of transfer students (for the magnet program) from the student population.

** The average absolute difference between the percentages of major ethnic sub-group in the school and the districtwide percentages.

NOTE: Even though improvements in percentages of ethnic group representation at particular school sites may be observed, the changes in discrepancy or disparity may not be significant due to similar changes districtwide.

PERRINE ELEMENTARY

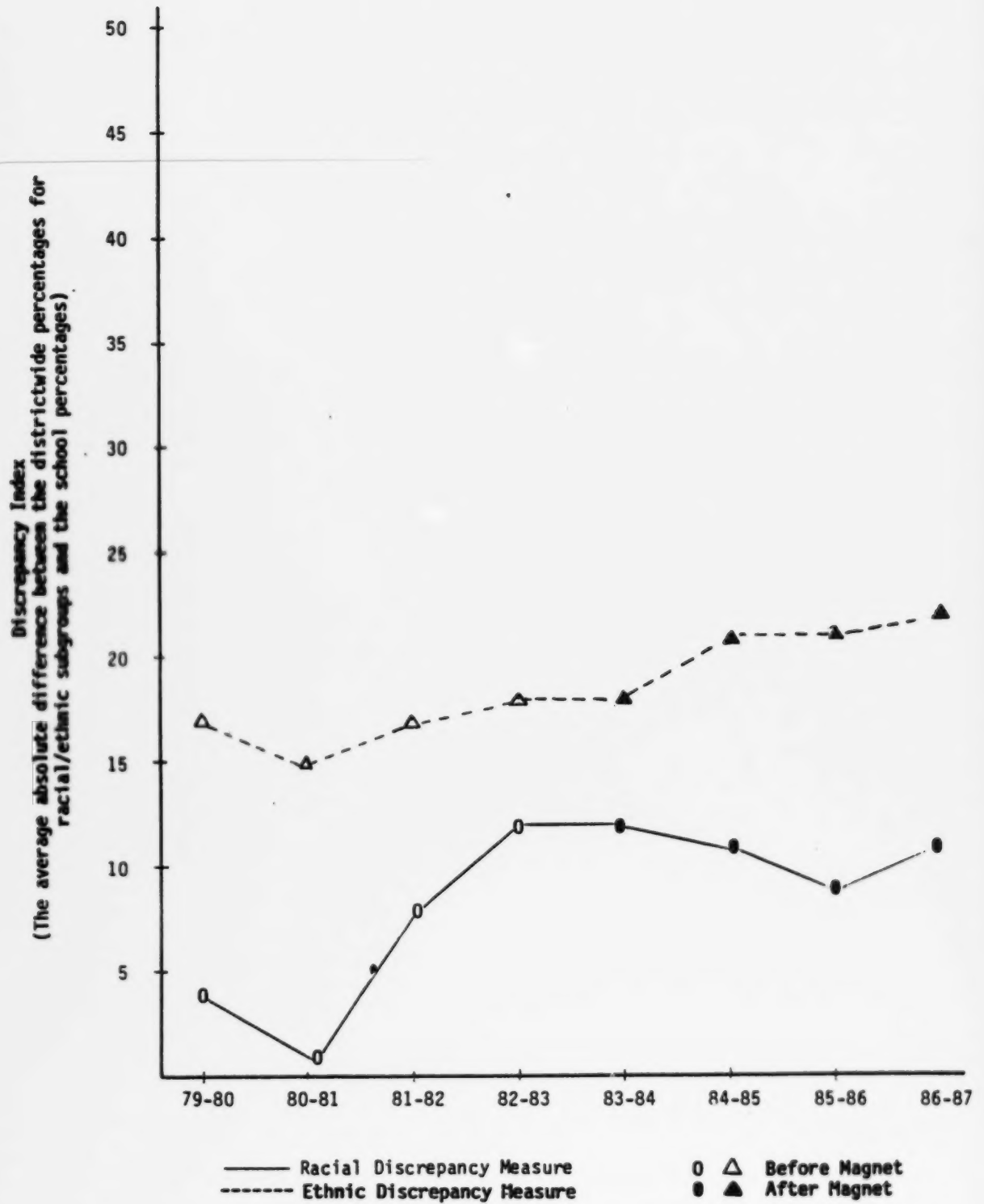


Figure 5. Changes In District/School Discrepancy Measures: Perrine Elementary

MOTON ELEMENTARY

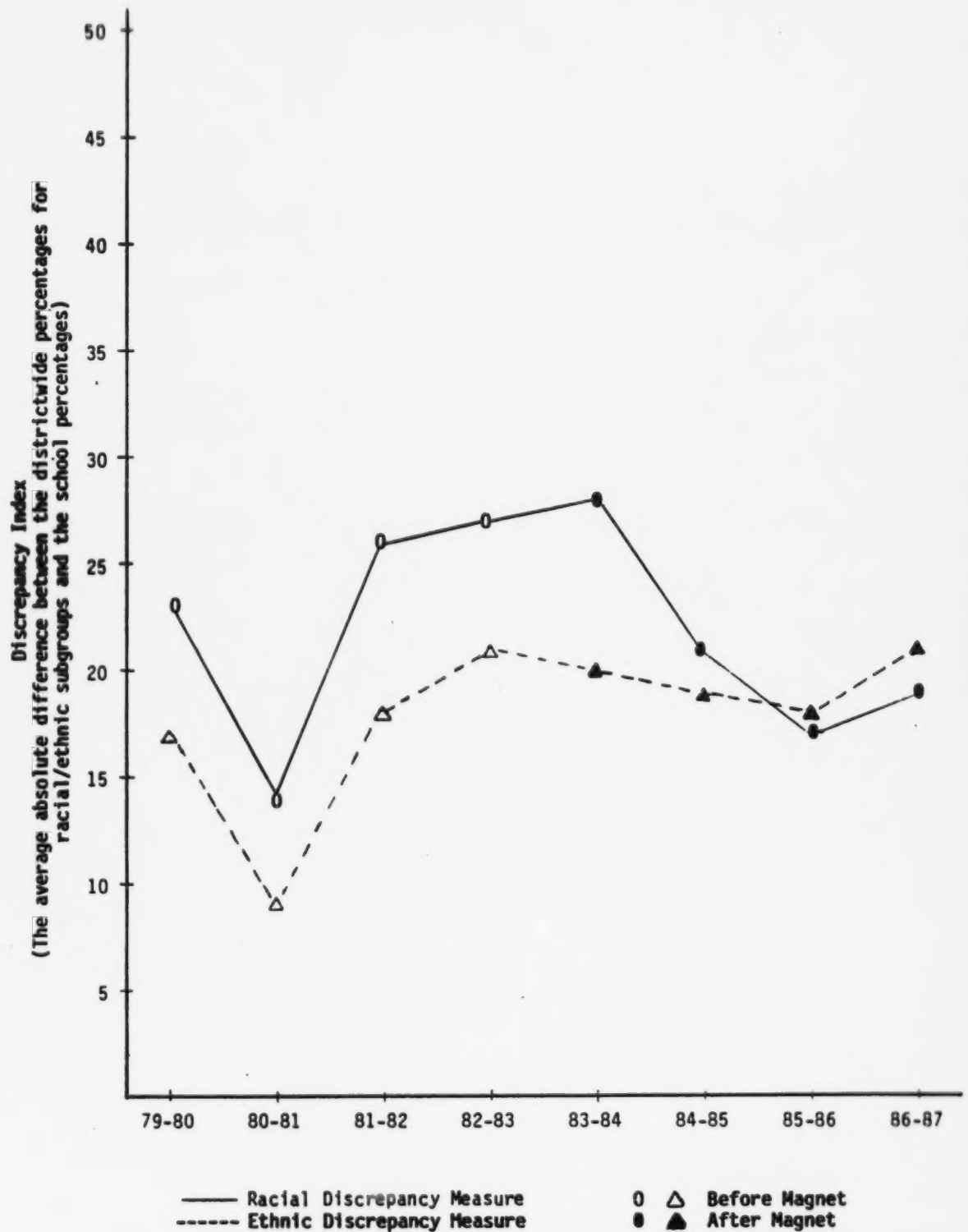


Figure 6. Changes In District/School Discrepancy Measures: Moton Elementary

NORLAND MIDDLE

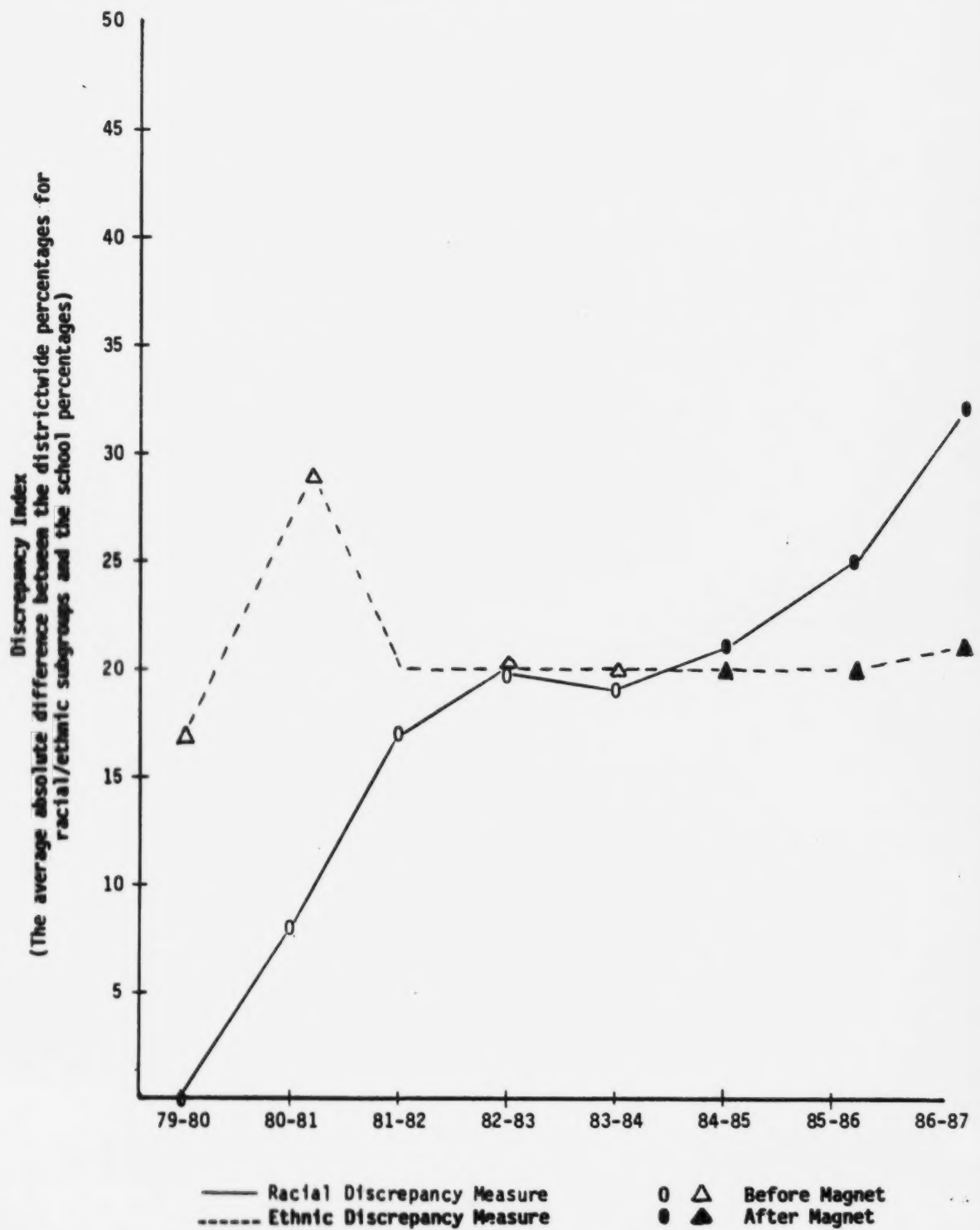


Figure 7. Changes In District/School Discrepancy Measures: Norland Middle

SOUTHWOOD JUNIOR

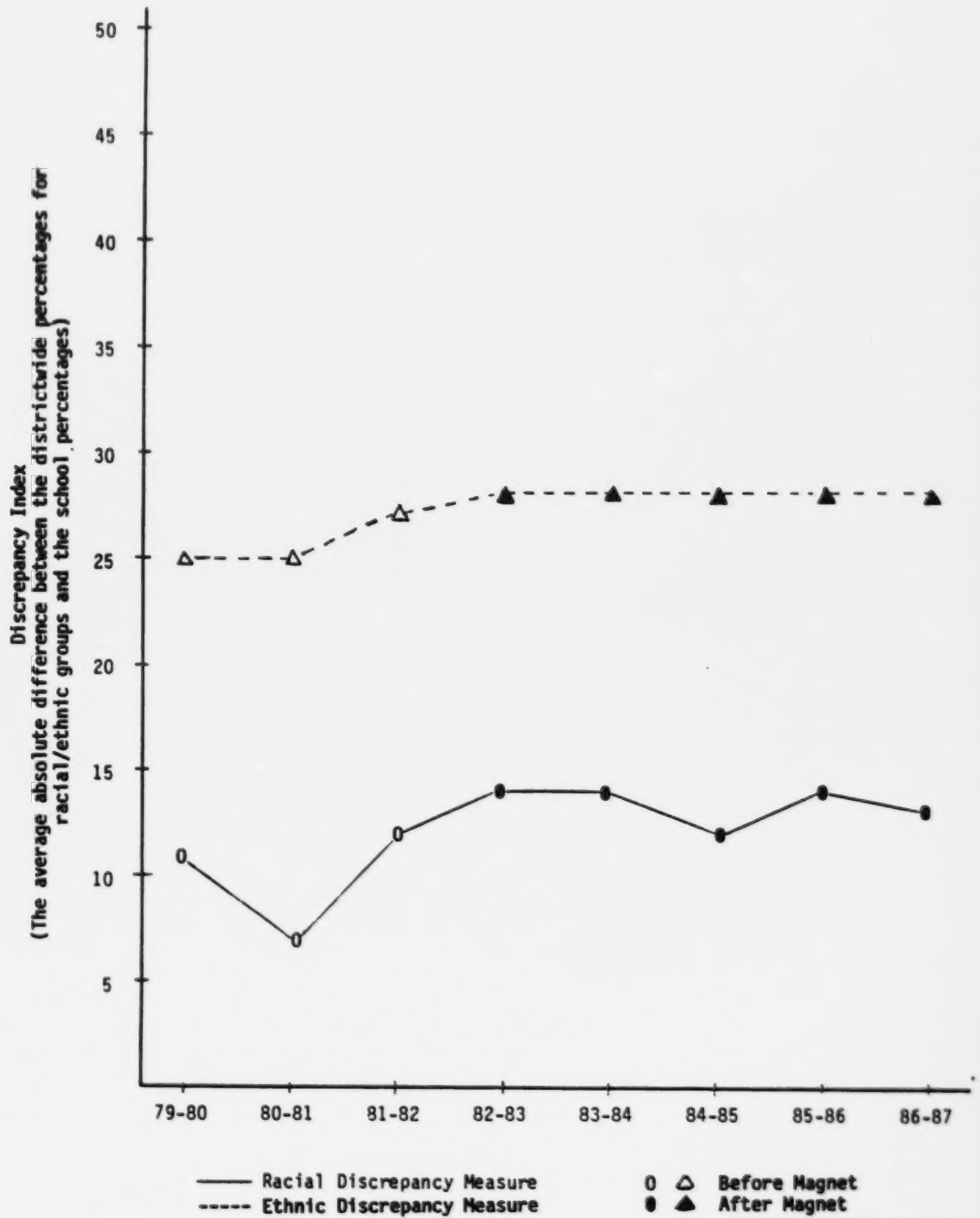


Figure 8. Changes In District/School Discrepancy Measures: Southwood Junior

C. RACIAL AND ETHNIC COMPOSITION OF CLASSROOM TEACHERS

Racial Composition of Classroom Teachers

Evaluation Procedures

Discrepancy indices were calculated for each of the target schools to assess the school/district discrepancy in the percentages of black and nonblack (Hispanic and white) classroom teachers. Pre-magnet and post-magnet trends were compared.

Evaluation Findings

Changes in the racial composition measures for classroom teachers since 1970-80 are illustrated in Figure 9 through Figure 12 (pages 27-30) for each of the target sites. Data presented in these figures illustrate a unique pattern or change associated with each of the target sites. However, for most of the schools (3 of the 4), these patterns do not suggest significant changes in the racial makeup of classroom teachers after the implementation of the program. A significant change in the racial composition of classroom personnel after the magnet program was observed only at Moton Elementary.

At Moton Elementary, discrepancy indices were generally within the moderate range (between 15 and 36) prior to the program and averaged 21.5 during the four-year period preceding the program. During the first year of the magnet (1983), there was a sharp decrease in the degree of school/district racial disparity. Since the magnet program, discrepancy indices have averaged 2.3, ranging from one to four. For each year since the magnet program, the racial composition of classroom teachers at Moton has closely approximated the districtwide representation of racial subgroups.

Unlike other sites, the majority group within the instructional staff at Moton Elementary changed after the magnet program. During the pre-magnet years, blacks constituted the majority of the classroom personnel. Between 1980 and 1982, the percentage of black classroom teachers increased from 43 to 50 percent. The first year of the program was characterized by a sharp decrease in the percentage of black teachers, a decrease from 50 to 32 percent. The percentage continued to decrease each year of the program until 1986 when there was an increase to 30%.

At the other target sites, there was a low degree of school/district discrepancy during the pre-magnet years, and the low level of discrepancies continued after the magnet program. Although slight, the average index decreased at Perrine and Southwood -- from 2.8 to 2.0 at Perrine and from 7.5 to 6.3 at Southwood Jr. There were also no pronounced trend changes that emerged with the implementation of the magnet program. At Perrine Elementary and Southwood Junior, indices fluctuated before and after the program; and there were no consistent pre-post trends. For the four years prior to the program at Norland Middle, the racial composition of the school's classroom teachers remained relatively constant and was extremely close to that of the district. After magnet implementation, the indices began to fluctuate; however, school percentages continued to be within a range close to the district, with disparity indices averaging 3.3.

Ethnic Composition of Classroom Teachers

Evaluation Procedures

The average absolute difference between percentages of ethnic groups in the schools and district were calculated. Pre-magnet and post-magnet trends were compared.

Evaluation Findings

Discrepancy index data for ethnic disparities are also illustrated in Figure 9 through Figure 12 (pages 27-30). In general, the ethnic patterns are very similar to those presented in the study of racial disparities. Except for Moton Elementary, the conclusions regarding the program's impact upon the ethnic composition of instructional staff are similar to those presented in the previous section regarding changes in racial composition. For these schools, the program does not appear to have impacted ethnic balance.

An impact was observed at Moton Elementary, although in an undesired direction. Decreases in district/school disparity which began during pre-magnet period were continued through the program's first year. The first year was followed by two years in which district/school disparity increased.

At each of the school sites, the ethnic disparities among classroom teachers are of a greater magnitude than racial disparities. This is due primarily to the disproportionately low representation of Hispanic teachers. In two of the schools, there have been declines in the percentage of Hispanic classroom teachers, in spite of increases in districtwide representation. At Moton Elementary, for example, there has been a complete absence of Hispanic classroom teachers since 1984-85. Their absence is reflected in Figure 9 (page 27) with the sharp increase in discrepancy rating beginning in 1984.

It should be noted, however, that the larger size of the ethnic indices does not suggest a serious problem. Similar to the racial measures, both pre-magnet and post-magnet indices for most of the schools are relatively small. Even though some increases in school/district disparity were observed after the implementation of the program, the actual measures fall within the lower third of the scale.

PERRINE ELEMENTARY

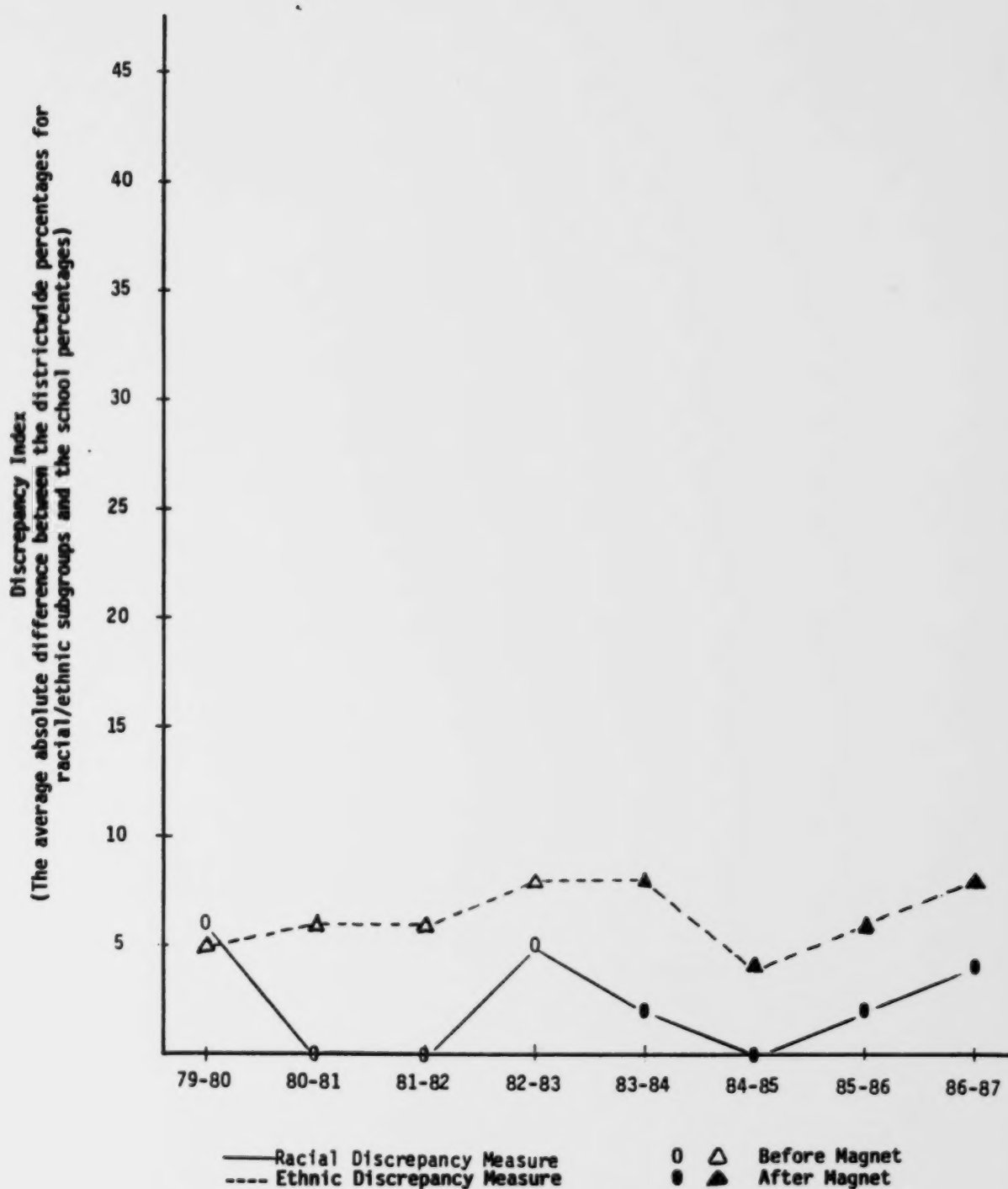


Figure 9. Changes In School/District Disparity Data for Classroom Teachers: Perrine Elementary

MOTON ELEMENTARY

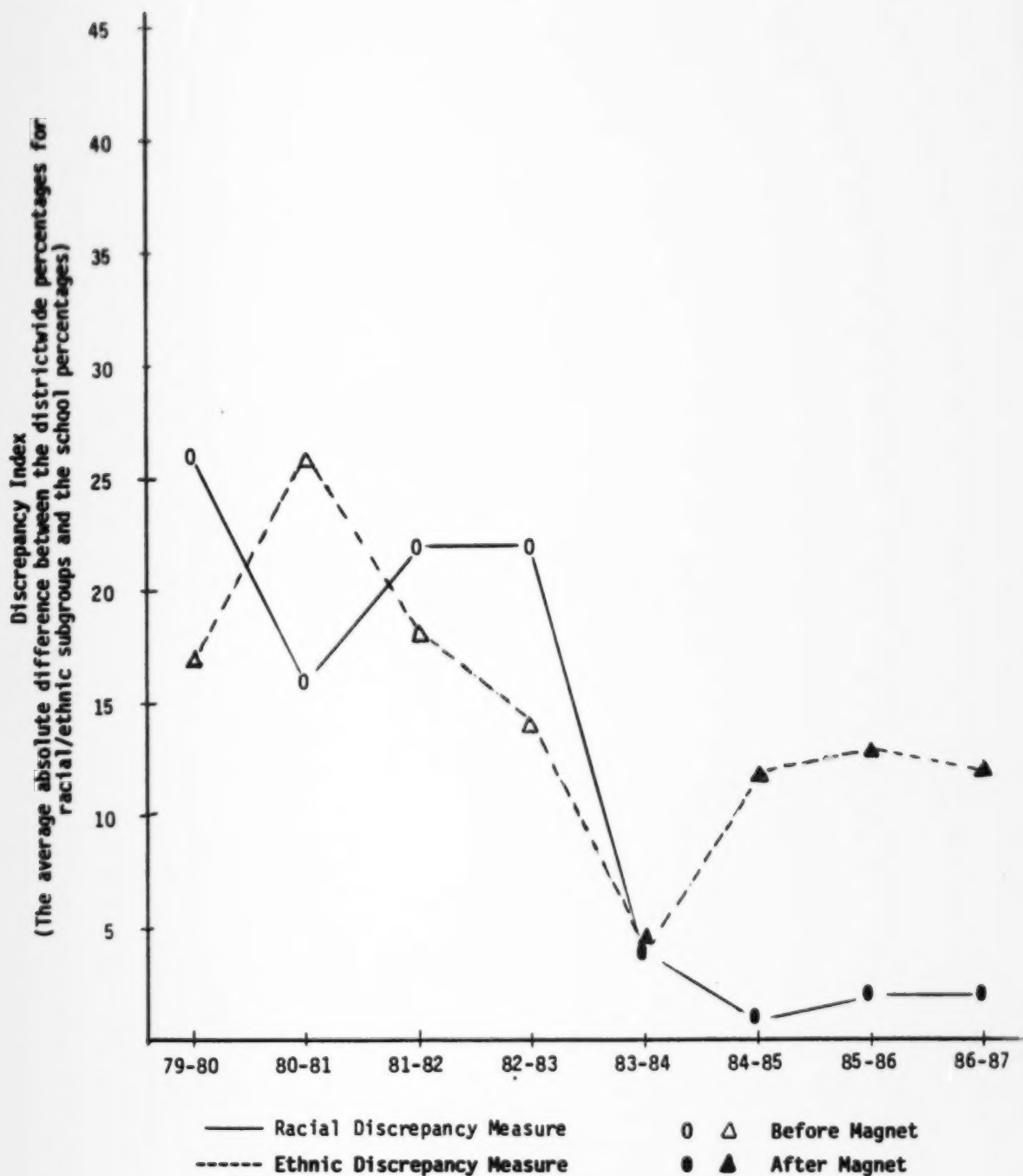


Figure 10. Changes In School/District Disparity Data For Classroom Teachers: Moton Elementary

NORLAND MIDDLE

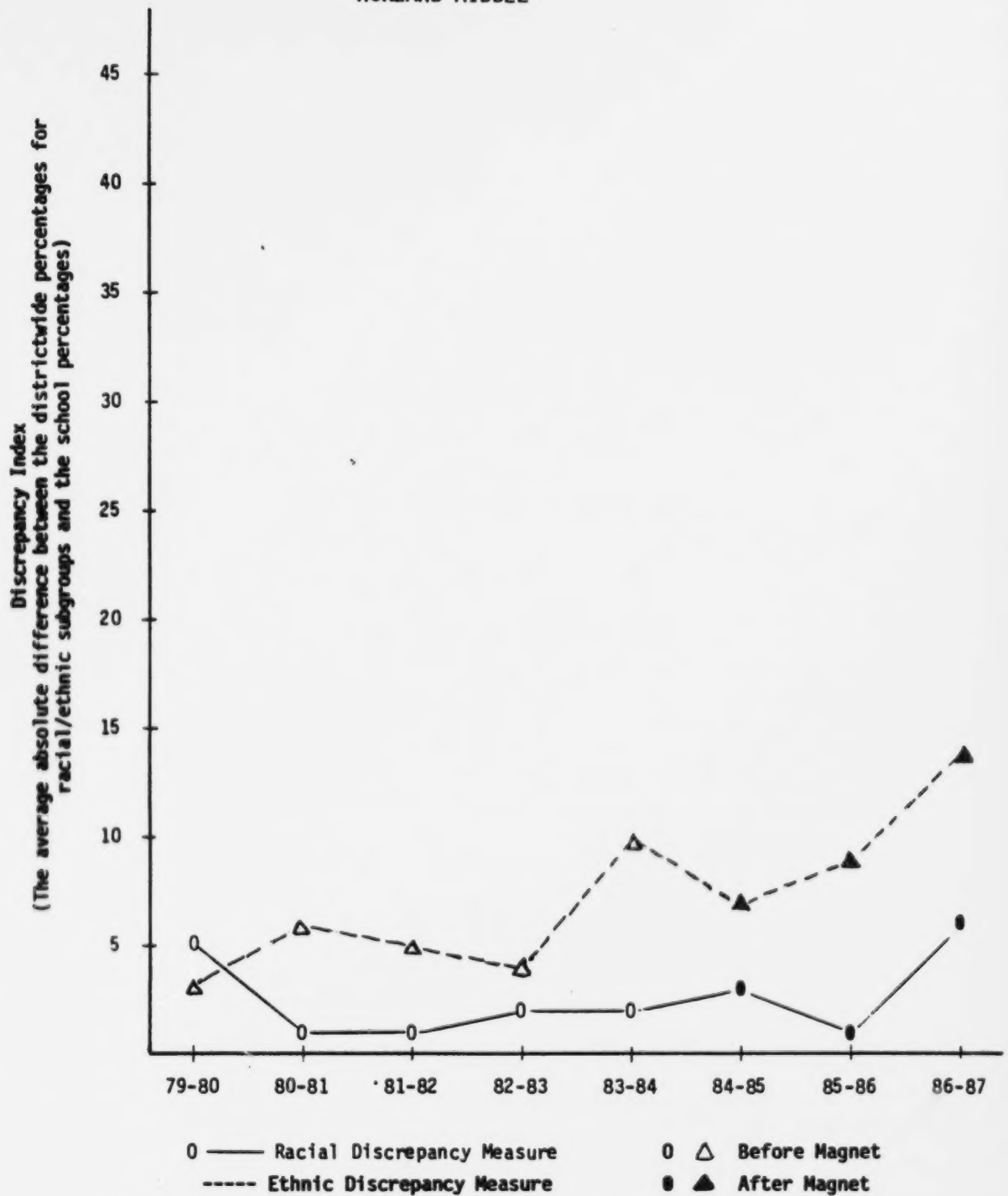


Figure 11. Changes In School/District Disparity Data For Classroom Teachers: Norland Middle

SOUTHWOOD JUNIOR

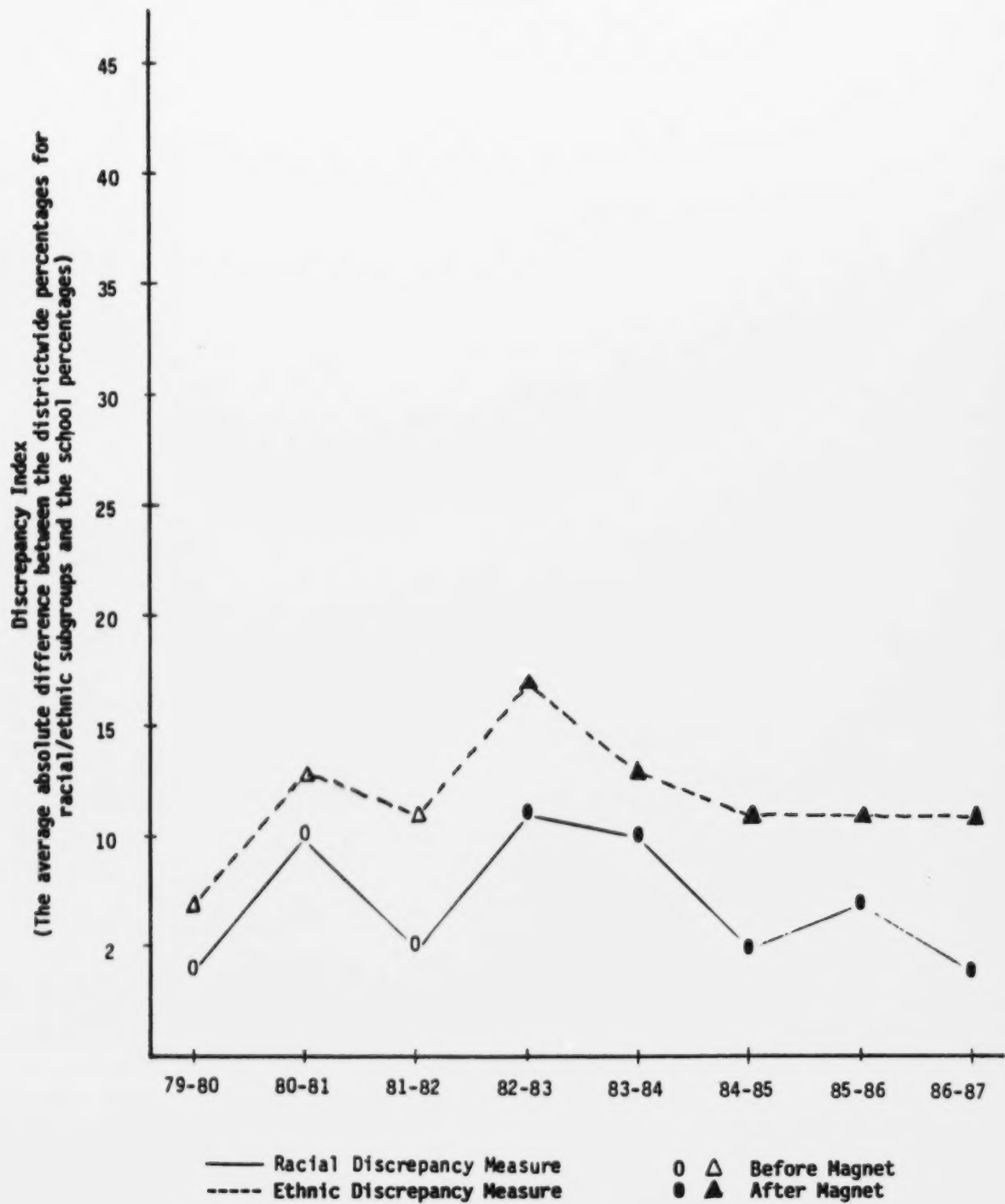


Figure 12. Changes In School/District Disparity Data For Classroom Teachers: Southwood Junior

D. STUDENT/TEACHER/PARENT PERCEPTIONS

Student Perceptions

Evaluation Procedures

The Quality of School Life Scale was selected as a measure of students' general perceptions about their school, classwork and teachers. Consisting of 21 items, the instrument is divided into three subscales: Satisfaction with School, Commitment to Classwork, and Reactions to Teachers. The first five-item subscale is a measure of students' general reaction to school. The 11-item scale which measures Commitment to Classwork examines students' interest in classwork. The Reactions to Teachers subscale examines perceptions of students regarding instructional personnel and their personal interactions with teachers.

Within each of the four schools, 25% of the students in grades levels served by the magnet program were selected randomly for the purpose of assessing students' general perceptions of school life. The survey was administered by the grade-level teachers in the elementary schools and the homeroom teachers in the secondary schools. Surveys were returned for 79% of the elementary students selected for the sample (60% regular and 40% talented) and 64% of the secondary students (41% regular and 59% talented).

A comparison was made of the scores obtained by students in the magnet program and those enrolled in the regular program. The individual raw scores were transformed into standardized scores called Quality of School Life level (Q-Level) scores. These scores were provided by the publisher as a standardized reference. The Q-level score indicates whether a student's raw score is low, average, or high in comparison to a national sample.

Evaluation Findings

Analysis of the elementary and secondary Q-levels indicates that the majority of students in the magnet and regular school programs think positively about their school, classwork and teachers. Table 6 (page 37) displays the percentage of students in the magnet and regular programs with Q-level scores of two or three. Within the national normative sample, 67% of the students scored at Q-level 2 or above. Thirty-three percent (33%) of the students scored at Q-level 3, the highest band of scores.

For elementary and secondary samples, the percentage of students with acceptable Q-level scores (those that reflect satisfaction with school, teachers and classes) exceeded the percentage of students in the national sample that scored at that level. However, a larger percentage of the elementary sample, in contrast to the secondary sample, obtained scores reflecting overall satisfaction with school. In most cases, more than 80% of the magnet and regular program students at the elementary schools scored at the middle and upper levels.

A significant number of students (more than one-third) in the middle/junior high regular program obtained scores that fell within the lower range of the Satisfaction With School subscale (Q-level 1). According to the instrument's publisher, Q-level one includes students highly dissatisfied with their school experiences and are likely to be most in need of some type of program intervention to increase student motivation and positive attitudes regarding school.

Except for middle/junior high students on the Satisfaction With School subscale, only small differences between the percentages for the magnet and nonmagnet samples were observed (difference less than 10 points) on the subscales. There were also very small differences in the overall scores achieved by students on the total scale.

Percentages of students who obtained Q-level 3 scores are displayed in Table 7 (page 37). Students scoring within the Q-level 3 range exhibit a very high level of satisfaction. For the regular and magnet programs at both levels, the actual percentage of students having scores which reflected very positive attitudes exceeded the expected 33% on most scales. On all but one scale (Commitment to Classwork), at least 40% of the elementary students in both programs scored within the Q-level 3 range on each of the subscales and the total survey. This was also the case for both secondary samples with the exception of regular program on the Satisfaction With School subscale.

At both levels, the percentages of students who scored within the highest Q-level were very similar between the magnet and nonmagnet samples on each of the QSL scales, with one exception. A significantly larger percentage of elementary magnet program students scored at level 3 on the Satisfaction With School subscale. A significant difference was considered to be a difference of 10 or more percentage points.

Student morale is another indicator of students' overall satisfaction with school. On a survey administered to teachers (Teacher Satisfaction Survey), the respondents rated student morale at their respective schools. Student morale was given a satisfactory rating by a majority of magnet and nonmagnet program teachers. However, a larger percentage of teachers in the magnet program viewed student morale as satisfactory. Ninety-five percent (95%) of the teachers in the magnet program rated student morale as "good" or "very good", as compared to 78% of the teachers in the regular program. A rating of "very good" was given by 41% of the talent program teachers compared to 30% of the teachers in the regular program.

Overall, most of the students in each subsample scored within acceptable levels on the QSL instrument. Elementary students displayed a higher level of satisfaction than middle/junior high students. On all but the Satisfaction With School subscale, no significant differences in the percentage of students scoring within acceptable ranges were observed between the magnet and nonmagnet samples.

Perceptions of Teachers

Evaluation Procedures

The Teacher Satisfaction Survey (see Appendix A) was administered to all full-time instructional personnel employed at the target schools (n=211). Surveys were completed and returned by 143 (68%) of the teachers. Included on the survey were sixteen factors and conditions which contribute to the overall level of teacher satisfaction within a school. Factors were related to such general dimensions as school and student outcomes, interpersonal relationships, support and instructional program. Using a four-point rating scale, the teachers rated each of the school and job-related areas.

Evaluation Findings

Overall, teacher survey data suggest a high level of teacher satisfaction within the target schools. Data do not support any significant differences in the overall level of satisfaction between teachers in the regular and magnet programs. There were, however, differences in ratings given within the sample of non-magnet teachers at the elementary and secondary levels.

As a very general measure of teacher satisfaction, teachers were asked to rate their enjoyment of teaching. A majority of the magnet program teachers (91%) and teachers in the regular program (87%) rated their enjoyment of teaching as either "good" or "very good". Forty-one percent (41%) of the magnet teachers gave a rating of "very good", and 45% of the teachers in the regular program gave a similar rating.

With respect to an overall rating of teacher morale, there was not a significant difference in the percentage of teachers in the two programs who gave positive ratings. Of the teachers in the magnet program, 55% rated teacher morale in their school as "good" or "very good." The same type of positive rating was given by 56% of the teachers in the regular program.

Comparisons of the level of satisfaction between the magnet and non-magnet samples on the sixteen school and job-related areas are presented in Table 8 (page 38). Levels of teacher satisfaction were categorized according to the following criteria:

- Very High - at least 75% of the teachers gave a rating of good or very good;
- Moderately High - 50% to 74% of the teachers gave a rating of good or very good;
- Moderately Low - 25% to 49% of the teachers gave a rating of good or very good;
- Very Low - below 25% of the teachers gave a positive rating.

For each of the sixteen areas, there was either a very high or moderately high level of teacher satisfaction within both samples. For all but three of the sixteen areas, the percentage of magnet and regular program teachers with positive ratings fell into the same satisfaction category.

Results given by teachers in the regular program were also compared by level (elementary vs. secondary) and are presented in Table 9 (page 40). These comparisons show that on the specific areas related to working conditions and school environment, the perceptions of secondary teachers are generally more positive than those of elementary teachers. On six of the sixteen dimensions, the level of satisfaction was higher among secondary teachers. Moreover, the level of teacher satisfaction, within the secondary sample, was high on all areas. A majority of the elementary teachers gave negative ratings (fair or poor) on three areas -- availability of supplies and materials, student discipline and respect students show toward teachers.

Indicators of the overall satisfaction of teachers reveal no differences between the samples. With respect to their enjoyment of teaching, the percentage of teachers giving a rating of "very good" or "good" was similar for the two groups (87% of the elementary teachers and 84% of the secondary sample). However, a larger difference in ratings of teacher morale was observed. Sixty-two percent (62%) of the elementary sample, as compared to 52% of the secondary cohort, rated teacher morale positively.

Perceptions of Parents

Evaluation Procedures

The Parent Satisfaction Survey was developed by OEA for the purpose of assessing parents' perceptions of their child's school. The survey contained items which related to the dimensions of 1) general school environment; 2) teachers; 3) instructional program; 4) outcomes; and 5) student relationships and affiliation. A copy of the survey appears in Appendix B.

A total of 210 elementary and 750 secondary students were identified using a random selection procedure. Copies of the parent survey were distributed to the students by their grade level (elementary) or homeroom (secondary) teacher. Students were instructed to give the survey to a parent or guardian. The completed surveys were to be sealed in an envelope that was attached to the form and were returned to the teacher. Surveys were returned by the parents of 88 elementary students (42%) and 341 secondary students (45%).

Evaluation Findings

The extent of parental satisfaction was determined for each of the areas or conditions included on the Parent Satisfaction Survey. The level of satisfaction was divided into four classifications. Categories of satisfaction levels were derived using the following criteria:

- Very High - 75% or more of the parents indicated that they were happy or very happy;
- Moderately High - 50% - 74% of the parents indicated that they were very happy or happy;
- Moderately Low - 25% - 49% of the parents were happy or very happy;
- Very Low - fewer than 25% of the parents indicated that they were very happy or happy

Tables 10 (page 42) and 11 (page 44) summarize the level of parent satisfaction on each of the specific items of interest.

Overall, the data indicate a high level of satisfaction with school among parents of magnet program students. At the elementary level, a high percentage of magnet program parents indicated satisfaction with all of the areas included on the survey. At the secondary level, a very high percentage of parental satisfaction was associated with all areas or conditions included on the survey, except two areas in which the level of satisfaction was moderately high.

For the secondary programs, there was also no difference in the level of satisfaction between parents of students in the magnet program and the parents of students in the regular program. The level of parental satisfaction in the regular program was high for each of the areas on the survey.

Overall, parents of students in the regular program at the elementary sites exhibited acceptable levels of satisfaction. However, the level of satisfaction for non-magnet parents was usually lower than that for parents of students in the magnet program. In the regular program, there were fewer areas (7 of the 19 areas) in which a very high percentage of parents indicated satisfaction, in contrast to 14 of 19 areas in the magnet sample. With respect to the role of the school in developing their child's special talents, less than 50% of the parents of students in the regular program indicated that they were either "happy" or "very happy".

There were some areas included on the survey which, prior to the evaluation, were expected to elicit a high level of discontent among parents of students in the magnet program. These were:

1. the extent that magnet program students felt a part of the school;
2. transportation to and from school.
3. opportunity for the talented student to participate in extra-curricular activities;

There was at least a moderately high level of satisfaction among magnet program parents on all three areas. In most cases, the level of satisfaction among this parent group was higher than for parents of students in the non-magnet program. A very high percentage of parents (secondary and elementary) was "happy" or "very happy" with the extent that their child felt a part of his/her school.

TABLE 6
PERCENTAGE OF STUDENTS WITH QSL SCORES OF 2 OR 3

QSL Scale	ELEMENTARY		MIDDLE/JUNIOR HIGH	
	MAGNET (N=86)	REGULAR (N=66)	MAGNET (N=190)	REGULAR (N=288)
Satisfaction With School	83%	89%	73%	62%
Commitment to Classwork	76%	80%	73%	69%
Reactions to Teachers	88%	91%	79%	78%
Total Score	83%	89%	71%	74%

TABLE 7
PERCENTAGE OF STUDENTS WITH QSL SCORE OF 3

QSL SCALE	ELEMENTARY		MIDDLE/JUNIOR HIGH	
	MAGNET (N=86)	REGULAR (N=66)	MAGNET (N=190)	REGULAR (N=288)
Satisfaction With School	66%	48%	41%	33%
Commitment to Classwork	40%	33%	44%	40%
Reactions to Teachers	46%	41%	48%	47%
Total QSL Score	50%	38%	48%	44%

TABLE 8
LEVEL OF TEACHER SATISFACTION
ON AREAS RELATED TO THEIR SCHOOL AND JOB

SCHOOL-RELATED FACTOR OR CONDITION	MAGNET	NON-MAGNET
1. Amount of time teachers can devote to instruction and learning activities.....	+	++
2. Interest students show in subjects and assignments.....	++	+
3. The progress students have made in subject area or speciality.....	++	++
4. The quality of relationships with students.....	++	++
5. The quality of relationships with other teachers..	++	++
6. Personal attention teacher is able to give to his/her students.....	+	++
7. Student morale.....	++	++
8. Respect students show toward teachers.....	+	+

(++) Very High
(+) Moderately High
(-) Moderately Low
(--) Very Low

TABLE 8 (cont'd)

LEVEL OF TEACHER SATISFACTION
ON AREAS RELATED TO THEIR SCHOOL AND JOB

SCHOOL-RELATED FACTOR OR CONDITION	LEVEL OF SATISFACTION	
	MAGNET	NON-MAGNET
9. Student discipline.....	+	+
10. School's curriculum.....	++	++
11. Support given by parents.....	+	+
12. Safety of students and teachers during the school day.....	++	++
13. Quality of the school's educational program.....	++	++
14. Number and type of courses offered in teacher's subject area or speciality.....	++	++
15. Support from the school's administration.....	++	++
16. Availability of supplies, materials and equipment.....	+	+
(++) Very High (+) Moderately High (-) Moderately Low (--) Very Low		

TABLE 9
LEVEL OF SATISFACTION AMONG TEACHERS IN REGULAR PROGRAM
ON AREAS RELATED TO THEIR SCHOOL AND JOB

SCHOOL-RELATED FACTOR CONDITION	LEVEL OF SATISFACTION	
	ELEMENTARY	SECONDARY
1. Amount of time you can devote to instruction and learning activities.....	+	++
2. Interest students show in subjects and assignments.....	+	+
3. The progress students have made in subject area or speciality.....	++	++
4. The quality of relationships with students.....	++	++
5. The quality of relationships with other teachers.....	++	++
6. Personal attention teacher is able to give to his/her students.....	+	+
7. Student morale.....	++	++
8. Respect students show toward teachers.....	-	+

++ Very High
+ Moderately High
- Moderately Low
-- Very Low

TABLE 9 (cont'd)

LEVEL OF SATISFACTION AMONG TEACHERS IN REGULAR PROGRAM
ON AREAS RELATED TO THEIR SCHOOL AND JOB

SCHOOL-RELATED FACTOR OR CONDITION	LEVEL OF SATISFACTION	
	ELEMENTARY	SECONDARY
9. Student discipline.....	-	+
10. School's curriculum.....	++	++
11. Support given by parents.....	+	++
12. Safety of students and teachers during the school day.....	++	++
13. Quality of the school's educational program.....	++	++
14. Number and type of courses offered in teacher's subject area or speciality.....	++	++
15. Support from the school's administration.....	+	++
16. Availability of supplies, materials and equipment.....	-	+

++ Very High
+ Moderately High
- Moderately Low
-- Very Low

TABLE 10

LEVEL OF PARENT SATISFACTION ON AREAS
RELATED TO THEIR CHILD AND THEIR CHILD'S SCHOOL
(ELEMENTARY SAMPLE)

AREA	LEVEL OF SATISFACTION	
	MAGNET	NON-MAGNET
1. the morale of students at the school	+	+
2. the amount of personal attention teachers give to students	+	+
3. student discipline	++	+
4. the amount of concern teachers have for students	++	++
5. the job the school is doing in teaching basic skills	+	+
6. safety of students while attending school	++	++
7. the number and type of courses offered at the school	++	++
8. your child's grades	+	+
9. the interest your child shows in his/her subjects and assignments	++	+
10. the role the school has played in developing your child's special talent(s)	++	-
11. the extent that your child feels that he or she is a part of the school	++	+

++ Very High
+ Moderately High
- Moderately Low
-- Very Low

TABLE 10 (Cont'd)

LEVEL OF PARENT SATISFACTION ON AREAS
RELATED TO THEIR CHILD AND THEIR CHILD'S SCHOOL
(ELEMENTARY SAMPLE)

AREA	LEVEL OF SATISFACTION	
	MAGNET	NON-MAGNET
12. your child's attitude about himself or or herself while he/she has been attending the school	++	+
13. your child's scores on standardized tests	+	+
14. the progress your child has made while at the school	++	+
15. the amount of time teachers devote to instruction in the classroom	+	+
16. the quality of the school's educational program	++	++
17. your child's opportunity to participate in extracurricular activities (clubs, band, chorus, etc.)	+	+
18. school rules and regulations	++	++
19. the relationship your child has with other students at the school	++	+
20. the relationships between your child and his/her teachers	++	+
21. transportation to and from school	++	+

++ Very High
+ Moderately High
- Moderately Low
-- Very Low

TABLE 11

LEVEL OF PARENT SATISFACTION ON AREAS
RELATED TO THEIR CHILD AND THEIR CHILD'S SCHOOL
(SECONDARY SAMPLE)

AREA	LEVEL OF SATISFACTION	
	MAGNET	NON-MAGNET
1. the morale of students at the school	++	++
2. the amount of personal attention teachers give to students	++	+
3. student discipline	++	++
4. the amount of concern teachers have for students	++	+
5. the job the school is doing in teaching basic skills	++	++
6. safety of students while attending school	++	++
7. the number and type of courses offered at the school	++	++
8. your child's grades	++	+
9. the interest your child shows in his/her subjects and assignments	++	+
10. the role the school has played in developing your child's special talent(s)	++	+
11. the extent that your child feels that he or she is a part of the school	++	++

++ Very High
+ Moderately High
- Moderately Low
-- Very Low

TABLE 11 (Cont'd)

LEVEL OF PARENT SATISFACTION ON AREAS
RELATED TO THEIR CHILD AND THEIR CHILD'S SCHOOL
(SECONDARY SAMPLE)

AREA	LEVEL OF SATISFACTION	
	MAGNET	NON-MAGNET
12. your child's attitude about himself or herself while he/she has been attending the school	++	++
13. your child's scores on standardized tests	++	+
14. the progress your child has made while at the school	++	++
15. the amount of time teachers devote to instruction in the classroom	+	+
16. the quality of the school's educational program	++	++
17. your child's opportunity to participate in extracurricular activities (clubs, band, chorus, etc.)	++	+
18. school rules and regulations	++	++
19. the relationship your child has with other students at the school	++	++
20. the relationships between your child and his/her teachers	++	++
21. transportation to and from school	+	+

++ Very High
+ Moderately High
- Moderately Low
-- Very Low

E. TEACHER HIRING AND RETENTION

Evaluation Procedures

The principal of each school was interviewed to assess the impact of the program on teacher hiring and the appropriateness of selected procedures. At Southwood Junior High, an assistant principal participated in the interview session because of the principal's short tenure at the school. Questions were asked in the interviews to provide information regarding changes in the following:

- a. availability of prospective teachers;
- b. teacher attrition;
- c. qualifications of teacher applicants;
- d. number of teacher transfer requests (in and out of the school); and
- e. availability of prospective teachers from underrepresented ethnic groups.

Regarding current hiring and tenure practices, questions regarding the following were posed.

- a. the principals' perceptions of the quality of the magnet program's instructional staff;
- b. problems encountered by principals in selecting master teachers as a result of current hiring policies and practices;
- c. problems encountered in the dismissal of unsatisfactory magnet program staff;
- d. recommended changes in teacher selection and tenure practices.

A copy of the total set of interview questions appears in Appendix C.

Evaluation Findings

Selection of Magnet Program Personnel

Information was obtained from the principals regarding the procedures used to identify prospective teachers for the magnet program. A procedure common to each of the schools was advertisement within the system through the electronic mail. In addition to that procedure, one school also advertised through newspapers and professional organizations. Three of the four principals indicated that the procedure(s) have been very effective in identifying the kinds of applicants desirable for the magnet program. The fourth principal did not rate the effectiveness of the procedures because of lack of involvement in teacher selection.

Quality of Magnet Program Personnel

Each of the principals were satisfied with the quality of the instructional personnel in the magnet program. Three of the four indicated that a high percentage (76-100%) of the magnet program's instructional staff fell into the master teacher category in their particular area of focus.

Change of Number and Quality of Applicants for the Regular Program

A change in the availability of prospective teachers and in the overall quality of teacher applicants for the regular program had been observed by two principals. Both principals indicated that more prospective teachers were interested in the schools, and the quality of teacher applicants had improved. According to one principal, teachers with good credentials have displayed greater interest in remaining at the school since the implementation of the magnet program. One of the two had also observed a change in the availability of prospective teachers from underrepresented ethnic groups. Both principals attributed these changes to improved school image.

None of the principals had observed or had information to substantiate a change in the number of transfer requests by teachers since the installation of the magnet project (in or out of the school).

Effectiveness of the Teacher Evaluation System

Most of the principals had not experienced problems or could identify potential problems associated with the current teacher evaluation system.

Three of the four indicated that the teacher evaluation system is appropriate for evaluating staff in the magnet program. The fourth principal felt that the evaluation system did not include some of the special skills and behaviors unique to teachers in the magnet program. The principal suggested the development of an additional evaluation component, specifically for teachers in the talent program. Items would be included to assess such dimensions as creativity and willingness to comply with the time commitments required for special activities.

Effectiveness of Dismissal Procedures

None of the principals had encountered problems related to the dismissal of unsatisfactory teachers. In addition, none felt that it was difficult to dismiss teachers who failed to possess a sufficient level of competency for the program.

Although problems had not been encountered by the principals, some suggestions were offered. A suggestion was given by two of the principals regarding the dismissal of unsatisfactory teachers. Although neither had encountered a situation of dismissing an unsatisfactory teacher, both felt that special conditions and procedures should be established by the District regarding teachers, otherwise competent, who fail to meet the standards required by the magnet program. Specifically, one suggested the acceptance of a procedure to involuntarily transfer teachers who are competent but are unable to meet the special requirements of the magnet program in terms of delivery of services as well as the special subject area skills.

F. STUDENT RECRUITMENT AND SELECTION

Magnet Program Recruitment

Evaluation Procedures

Two procedures were used in the assessment of magnet program recruitment. First, questions were included in the principals' interviews to identify specific recruitment procedures used by the schools and to determine principals' assessments of the effectiveness of the procedures.

In the second procedure, schools in the area whose student enrollment in the programs was significantly underrepresented were identified. Principals of these schools were requested to complete the Assessment of Magnet Program Recruitment (Appendix D). Items were included to determine the nature of recruitment efforts conducted within the schools, the extent to which eligible students were made aware of the program, and to identify possible reasons for the low representation of students. Surveys were returned by 18 of the principals.

Evaluation Findings

Nature of Recruitment Activities. Each of the magnet program principals indicated that a variety of recruitment activities had been conducted for the 1987-88 school year. Among the recruitment activities were the following.

1. providing information to art and music teachers within the administrative area;
2. conducting performances at schools for the purpose of recruitment;
3. contacting principals and sending information to schools;
4. disseminating brochures;
5. providing tours of the program site.

In schools with low student representation in the program, the principals did not identify any activities that would suggest any aggressive recruitment efforts by the magnet programs. The most frequently identified activities were the following:

1. distribution of student applications (100% of principals);
2. dissemination of brochures about the program to students (89%);
3. placement of posters or brochures about the program in different areas of the school (39%).

Only 21% of the responding principals indicated that presentations to student and/or parent groups had been conducted.

Effectiveness of Recruitment Procedures. In the interviews with principals of magnet program schools, three of the four responded favorably to questions which related to the effectiveness of recruitment procedures. Each felt that the recruitment procedures had been effective in attracting students from different schools and areas. Two felt that the procedures had been effective in attracting sufficient numbers of students of different ethnic groups.

However, the fourth principal stated that recruitment had been a problem in some schools. The principal stated that the program had a negative impact upon the arts program and FTEs of sending schools. In some schools, the "best" students would be the ones most eligible for the magnet program. The loss of these students negatively impacted the schools. The principal added that academic grades also posed a problem for some students who had been recruited.

In a discussion of general problems associated with the program, recruitment was mentioned by another principal. Recruitment had been a problem in terms of its effectiveness in keeping ethnic balance.

More objective data fail to support a great degree of effectiveness in the schools' ability to attract a sufficient diversity of students from different schools. Since it is unlikely that artistically talented students are highly concentrated in a small number of schools, an expected outcome of effective recruitment is a relatively equal distribution of students from various schools within the administrative area. Information in Table 12 (page 53) includes the percentages of students in the programs who originate from schools other than the magnet program site and their ethnic group representation. These data fail to substantiate an equal distribution of students from other schools.

Data in Table 12 (page 53) reveal that a substantial number of the magnet program students originate from the magnet program site. In three of the four schools, students originating from the program sites are overrepresented in the student population and account for at least 25% of the program students. In the case of Perrine Elementary, 35% of the program's students originate from the program site. A substantial percentage of the remaining students originate from a small number of other schools, most often schools in close proximity to the program site. For example, five of the 23 schools represented in the Perrine student population account for 49% of the program's South Area transfer students. At Moton, five of the 31 represented schools account for 47% of the program's transfer students. An equal percentage of the transfer students at Southwood Junior and Norland Middle (47%) originate from three secondary schools within their respective administrative areas.

The elementary programs have been less effective than the secondary programs in selecting students from different schools. Of the 39 South area elementary schools with grades three and/or four, 24 are represented in the student population at Perrine Elementary. Fifteen were the sending school for three or fewer students. Students at Moton Elementary originated from 32 of the South area schools, with thirteen being the sending school of three or fewer students. Five schools in the area-- Blue Lakes, Devon Aire, Redondo, Snapper Creek and Sunset Park-- had no students to transfer to either of the elementary programs.

Both of the secondary programs were successful in attracting students from each of the secondary schools within their administrative areas. However, there was below average student representation from some schools. Three schools-- Campbell Drive, Homestead Jr. and Redland Jr.-- accounted for only seven percent (7%) of the South area magnet students at Southwood Jr. Below average representation was also observed for three schools in the North area --Miami Lakes Jr., Highland Oaks Jr., and North Miami Jr.-- which accounted for 22% of the transfer students at Norland Middle.

Sending schools within the South and North administrative areas which had low student representation in the magnet programs were identified. Responses of most of the principals in the identified schools indicated that the recruitment efforts in their schools were not very extensive and failed to reach a large proportion of eligible students. One principal indicated that there had been no recruitment in his/her school. Only two of the eighteen principals indicated that recruitment efforts in their schools were extensive and reached a large percentage of the eligible students. Eight (44%) felt that only a moderate percentage of the eligible students were reached, whereas five (28%) indicated that recruitment efforts were minimal and reached only a small percentage of eligible students.

Each of the schools had also been ineffective in recruiting a diversity of students from different ethnic groups. Hispanic students, in particular, are significantly underrepresented among the transfer students. The percentage of Hispanic students enrolled in the programs deviates significantly from their districtwide representation of 42%. The percentage of Hispanic students in the programs range from 14% at Perrine Elementary to 22% at Norland Middle.

In addition to Hispanic students, Black students are significantly underrepresented among the transfer students at Southwood Middle, and white (non-Hispanic) students are underrepresented at Norland Middle. Contributing to the overrepresentation of black transfer students in Norland Middle, however, is the lack of a full-time program in the North Central area where there is a large concentration of black students. Students from the North Central area account for 22% of the transfer students at Norland Middle. The disproportionate representation of white transfer students at Southwood Junior is more difficult to explain.

Ineffective recruitment, however, was found to be only a partial reason for low student representation from some schools. Although recruitment efforts were not extensive in many of the schools, most of the principals did not feel that poor recruitment was the cause. Only one principal identified poor recruitment as a major reason for the low representation of students in the magnet program. Another six principals (33%) felt that poor recruitment was a minor reason.

When asked to identify reasons for the low representation of students from their school in magnet program, the causes identified most often were distance to the magnet site (83%) and lack of student interest (83%). In each case, 50% of the principals classified these as major reasons. Forty-four percent (44%) indicated that lack of transportation and failure of students to meet selection criteria were reasons for poor representation.

Student Selection

Evaluation Procedures

Information regarding selection criteria was obtained from principals of the target schools and talent program staff. Items were included in the principals' interviews and teacher survey (Teacher Satisfaction Survey) to assess perceptions regarding the appropriateness and validity of selection criteria.

An attempt was made to assess the degree of differential selection for black and non-black students. This assessment could not be conducted due to lack of information. At one school, all information for applicants of the 1986-87 school year had been disposed. At another school, information was not available for students who had been rejected. For both schools, space was cited as the reason that records were disposed. Personnel at both schools also indicated that at the time records were destroyed, they were unaware of any directive to maintain student files.

Evaluation Findings

Nature of Selection Criteria. Selection criteria for four of the fine arts areas -- music, visual arts, drama and dance -- were examined. During 1986-87, an attempt was made toward uniformity of selection criteria. However, there were slight variations across schools in assessment procedures. Still, the basic criteria for selection were the same across schools. Across each of the areas, the assessments consisted of two basic elements which were a performance test/audition and an interview.

In each of the fine arts areas, the selection criteria included a student performance component on dimensions of importance to experts in the talent area. In music, for example, the performance test included assessments in aural memory, improvisation, and sightreading. The drama audition assessed student performance on a monologue, cold reading and song. On each of the appraisal elements, students were rated using a numerical scale ranging from one to five.

Student interviews comprised the second major component of the auditions. In the interviews, student characteristics such as attitude, motivation and commitment were rated.

Students' past academic performance and behavior were also considered in the selection decisions. In addition to these criteria tests to assess knowledge and/or skills were administered to art and music applicants,

Appropriateness of Criteria. All but one of the talent program teachers responding to the survey indicated that they were familiar with the criteria used for selecting students in their specialization. A majority also felt that the selection criteria were effective in identifying the types of students that should be enrolled in the program. In agreement, each of the principals of magnet program schools felt that criteria used for program entry are prerequisite for a successful experience. None of the four felt that any additional criteria should be added.

A number of teachers, (64%) indicated that revisions in the selection criteria are needed. However, the majority of this group (93%) felt that only minor changes are necessary.

One of the conditions for a student's continuation in the program is success in academic subjects. Program administrators were interested in the attitudes of school personnel regarding this standard. Seventy-six percent (76%) of the program's teachers agreed with the policy that academic performance be included among criteria for remaining in the program.

Three of the four principals' interviewed felt that the academic requirements do not pose any undue hardship upon students, agreeing that there should be a balance between academics and the talent area. However, one principal felt that this requirement has the potential, to some extent, of posing an undue hardship on certain student groups, particularly the learning disabled and students in compensatory education programs. The principal added that, up to the time of the interview, these students had maintained an acceptable level of performance in accordance with their abilities.

Appropriateness of Program For Student Population Served By Perrine Elementary. Some concern had been expressed regarding talent program participation by students at the age level served by Perrine Elementary. The principal, as well as the program's teachers, felt that the magnet/talent approach is appropriate for age/grade levels served by the Perrine magnet.

TABLE 12
ENROLLMENT CHARACTERISTICS OF MAGNET PROGRAMS

	Perrine	Moton	Norland	Southwood
Total Magnet Enrollment (Oct. 1986)	139	290	391	548
% of Total School Population	22	49	30	33
Ethnic Composition				
% Black	25	27	56	13
% White	57	52	19	66
% Hispanic	14	16	22	20
% Asian	3	6		2
% Transfer Students In Program	65	70	74	84

G. ARTICULATION

Evaluation Procedures

Names of students who completed the talent program during 1985-86 were obtained from each target site. From this list, 100 students were randomly selected and surveyed. Two surveys -- Quality of School Life Scale (QSL) and the QSL Followup Survey (see Appendix E) were administered to each student by his/her homeroom teacher. Surveys were returned for 72% of the students. Thirty-five students were enrolled in an elementary program during 1985-86; the remainder were enrolled in a secondary program.

Evaluation Findings

Types of Program Entered

Among the students who were surveyed, the number of those entering a talent program at a higher level was equal to the number who had enrolled in an alternative program. Exactly one-half had entered the talent program at another school. Of the remaining 36 students, 31 (86%) attended a nonmagnet program. The other students indicated that they were enrolled in another type of magnet program.

Articulation Process

Adjustment To New School Environment. Data failed to yield evidence to suggest any negative consequence on student adjustment in other programs as a result of magnet program participation. Data indicated that students who entered other types of programs (non-magnet), after participating in the talent program for at least one year, had favorable attitudes about their school, teachers, and classes. The majority of these students also reported that their grades had remained at the same level or had improved.

Scores on the Quality of School Life Scale indicated that the attitudes of a majority of students who entered other types of programs were positive and were similar to those of their counterparts who had continued in the talent program. A majority of students (two-thirds or more) had scored within acceptable levels (QSL scores of 2 or 3) on the Quality of School Life Scale. A comparison of the percentage of students scoring at these levels on the subscales and the overall instrument is presented in Table 13 (page 56).

On the QSL Followup Survey, most of the students who had left the magnet program environment (more than 85%) indicated that they enjoyed their school, teachers, and classes about the same or more than when they were enrolled in the talent program. Eighty-three percent (83%) felt that their grades were better or about the same.

When comparing the 1985-86 school year with the 1986-87 year, a substantially larger percentage of students who had entered a nonmagnet program felt that their current situation was better in some areas. Most (55%) indicated that they enjoyed school more than the previous year when enrolled in the talent program. Fewer than one-third (31%) of the students who entered another

talent program indicated that they enjoyed school more. Nearly one-half (48%) of the students leaving the program felt that their grades were better than the previous year, as compared to 25% of the talent program counterparts.

Involvement In Activities Related To Talent Area. Overall, a majority of the students who exited the talent program continued to enjoy activities related to their talent area; and they included them among their leisure activities. Of the students who indicated being enrolled in a nontalent program during 1986-87, 89% indicated that they still enjoyed activities in their talent area. A majority of these students (73%) included activities related to their talent area in the things they do for fun either "very often" (42%) or "sometimes" (31%). Only 8% indicated that they did not include such activities among their leisure pursuits.

TABLE 13
PERCENTAGE OF PROGRAM GRADUATES SCORING AT Q-LEVEL 2 OR Q-LEVEL 3

SCALE	PERCENTAGE OF STUDENTS	
	Reentered Talent Program	Entered Other Program
Satisfaction with School	68%	70%
Commitment to Classwork	73%	67%
Reactions to Teachers	81%	79%
Total QSL Scale	81%	70%

H. IMPACT UPON REGULAR PROGRAM

Evaluation Procedures

Principal Perceptions

Principals of the four magnet projects were interviewed to determine the impact of the projects upon the regular program. Interviews included questions regarding the impact of the magnet program upon several facets of the school environment and climate that were observable by the site administrator. Facets of the school environment included:

1. attendance;
2. staff commitment/dedication;
3. curriculum;
4. students' attitudes toward other races;
5. parental involvement and satisfaction;
6. community interest and involvement;
7. student achievement;
8. student enthusiasm for learning;
9. teacher turnover;
10. students' self-image.

Interview questions appear in Appendix C.

Teacher Perceptions

A survey, which appears in Appendix F, was developed by OEA to assess teachers' perceptions of the changes in the regular school program and its educational climate since the implementation of the magnet program.

The teacher sample consisted of instructional personnel who had been employed in instructional positions at the four target schools for a minimum of five years. Of the teachers in the schools, only those who had been employed in the school prior to magnet project implementation were considered capable of assessing changes. Surveys were returned by 14 elementary and 44 secondary teachers (97%).

Attendance

Attendance rates since 1970-80 were examined as an objective means of determining the program's impact upon student attendance. Districtwide attendance rates were used as an expected pattern of change and were compared with the school measures.

Evaluation Findings

Tables and figures included in this section appear on pages 61-65.

The perceptions of principals and teachers regarding the nature of changes in the regular program are summarized in Table 14 (page 61) and Table 15 (page 62). Overall, the magnet program can be determined as having a positive impact upon the regular program. Neither principals nor a majority of the teachers identified any area in which the program has had a negative impact or has worsened since magnet program implementation.

Perceptions of Principals

Each of the four principals felt that the magnet program has had an overall positive impact upon the regular program at their school. The perceptions of principals regarding specific areas of change resulting from magnet implementation differed between elementary and secondary principals.

As shown in Table 14 (page 61), there was agreement between both elementary principals that the magnet project had resulted in positive change in nine of the ten specific areas of inquiry. One principal was uncertain of the program's impact upon teacher turnover.

One of the elementary principals indicated that many of the program's students were classified as gifted and had chosen the magnet program over other programs designed for gifted students. The attendance of these students at the school had 1) improved the overall academic performance of the school; 2) improved staff morale since teachers have the opportunity to teach more motivated and gifted students, and; 3) improved the general attitude of students.

The second elementary principal added that students in the regular program had gained more exposure to cultural arts as a result of the program. This had produced a greater enjoyment and appreciation of the arts. The presence of the talent program students in the school had influenced overall student behavior, academic performance, and interest in the arts.

In addition to positive changes in the areas questioned in the interview, one principal indicated that there have been positive changes in the school's physical facility. Physical changes in the surrounding neighborhood had taken place due to a significant enhancement in community pride.

There were fewer areas of consensus between the secondary principals. Both principals agreed that staff commitment/dedication, parental involvement and satisfaction and community interest and involvement have clearly improved as a result of magnet program implementation. For other areas, the principals were unable to make assessments for one of two reasons. Assessments were difficult for some areas due to the implementation of other programs within the school that may have had a similar impact. Lack of change in other areas was due to already high levels of performance that existed prior to the magnet program.

Perceptions of Teachers

Teachers responding to the survey were not asked to attribute change to magnet program implementation due to their unfamiliarity with the totality of decisions, conditions and programs that could also produce such outcomes. Consequently, their responses, by themselves, cannot be used to substantiate any program impact. They can be used, however, to validate the changes identified by principals (who would have a better knowledge of the magnet's causative influence in relation to other factors) and to show that the program has failed to negatively impact the schools.

In general, the findings regarding teacher perceptions of the types of changes since magnet program implementation support those given by principals. Similar to the responses of principals, elementary teachers identified more positive areas of change than secondary teachers. The areas of change identified by a majority of teachers were similar to those agreed up by the two elementary principals. In addition, the majority of teachers did not identify any area that had worsened since magnet program implementation.

In addition to the specific types of change listed in Table 14 (page 61), a majority of the elementary respondents (57%) indicated that the status of other areas had improved since the implementation of the magnet program. These additional areas were the progress students had made in the teachers' subject area/ specialty (57%) and support from the school's administration. Of the elementary teacher respondents, 57% also felt that the quality of the educational program at their respective school had improved since magnet program implementation.

As can be seen in Table 15 (page 62), secondary teachers, similar to secondary principals, identified fewer areas of change. In addition to the four areas identified in the table, a majority of teachers, like their elementary counterparts, indicated that the quality of their school's educational program had improved since the implementation of the magnet program.

Some items were included on the Teacher Satisfaction Survey to assess teachers' perceptions of the current status of some school and student outcomes. These outcomes, along with the percentages of teachers giving positive ratings, are presented in Table 16 (page 63).

Overall, there was a strong consensus among the teachers that the current status of each outcome is positive. In all but one area, students' attitudes toward other races, a very high percentage of magnet and regular program teachers gave ratings of "very good" or "good".

Results presented in the table also suggest that the positive outcomes may be more prevalent within the magnet student population. For three of the student outcomes, a significantly higher percentage of teachers in the magnet program gave a positive rating for their students (a difference greater than 10 percentage points).

Attendance Data

Objective data were used to assess change in student attendance. Trends in attendance rates for the elementary schools are presented in Figure 13 (page 64) along with the pattern of districtwide attendance rates for grades 1-6. Attendance rates for the secondary schools with the districtwide pattern for grade 7-9 appear in Figure 14 (page 65).

Only within the secondary schools do the 1986-87 attendance rates exceed the attendance figures for the year preceding magnet implementation. Only in one case, Southwood Jr., do data suggest the possibility that this increase was the result of the magnet program.

During the pre-magnet years at Southwood Jr., attendance rates fluctuated, however never exceeding 94%. Attendance increased nearly two percentage points with the first year of the program. Although attendance continued to increase through the second year, 1985-86 was marked by a decrease. Attendance rates, however, have not fallen to their pre-magnet level since the program.

Although post-magnet rates at Norland far exceed the pre-magnet levels, data do not support a program impact. Post-magnet trends are extensions of pre-magnet increases. Attendance at Norland Middle has continuously increased each year since 1979-80.

Striking similarities exist between the trends of the two elementary schools. Attendance rates at both schools increased from 1979 until the year preceding the program in which a decrease was observed. Attendance increased the first year of the program and maintained at least that level until 1985-86 in which a drop occurred.

The elementary school trends also follow an expected pattern in which attendance rates, for most years, reflect the districtwide change. The only exceptions are the years immediately before and after program start in which the school and district rates changed in opposite directions.

In summary, the magnet program has not resulted in significant increases in attendance rates. Increased attendance was observed only in the secondary schools. A possible impact is associated with only one of the two. In general, changes at the elementary schools are similar to the districtwide attendance pattern for grades 1-6.

TABLE 14

AREAS IN WHICH THERE WAS CONSENSUS REGARDING CHANGE IN
THE ELEMENTARY SCHOOL PROGRAM SINCE MAGNET IMPLEMENTATION

AREA	DIRECTION OF CHANGE	
	PRINCIPALS' PERCEPTION	TEACHERS' PERCEPTION
1. Attendance	Positive	**
2. Staff Commitment/Dedication	Positive	Positive
3. Curriculum	Positive	Positive
4. Students' Attitudes Toward Other Races	Positive	Positive
5. Parental Involvement and Satisfaction	Positive	No Consensus
6. Community Interest & Involvement	Positive	No Change
7. Student Achievement	Positive	Positive
8. Student Enthusiasm For Learning	Positive	Positive
9. Teacher Turnover	No Consensus	**
10. Students' Self-Image	Positive	Positive

** The area was not included on the teacher survey.

TABLE 15

AREAS IN WHICH THERE WAS CONSENSUS REGARDING CHANGE IN
THE SECONDARY SCHOOL PROGRAM SINCE MAGNET IMPLEMENTATION

AREA	DIRECTION OF CHANGE	
	PRINCIPALS' PERCEPTION	TEACHERS' PERCEPTION
1. Attendance	No Change	**
2. Staff Commitment/Dedication	Positive	No Change
3. Curriculum	No Change	Positive
4. Students' Attitudes Toward Other Races	No Change	No Change
5. Parental Involvement and Satisfaction	Positive	Positive
6. Community Interest & Involvement	Positive	Positive
7. Student Achievement	No Change	No Change
8. Student Enthusiasm For Learning	No Change	No Change
9. Teacher Turnover	No Change	**
10. Students' Self-Image	No Change	Positive

** The area was not included on the teacher survey.

TABLE 16

PERCENTAGE OF TEACHERS GIVING POSITIVE RATINGS
ON AREAS RELATED TO CURRENT SCHOOL AND STUDENT OUTCOMES

OUTCOME	PERCENTAGE OF TEACHERS	
	REGULAR PROGRAM	MAGNET PROGRAM
Students' general level of achievement	75%	100%
Job school does in teaching basic skills	89%	82%
Students' attitudes toward other races	71%	73%
Students' self-image	77%	95%
Student morale	78%	95%

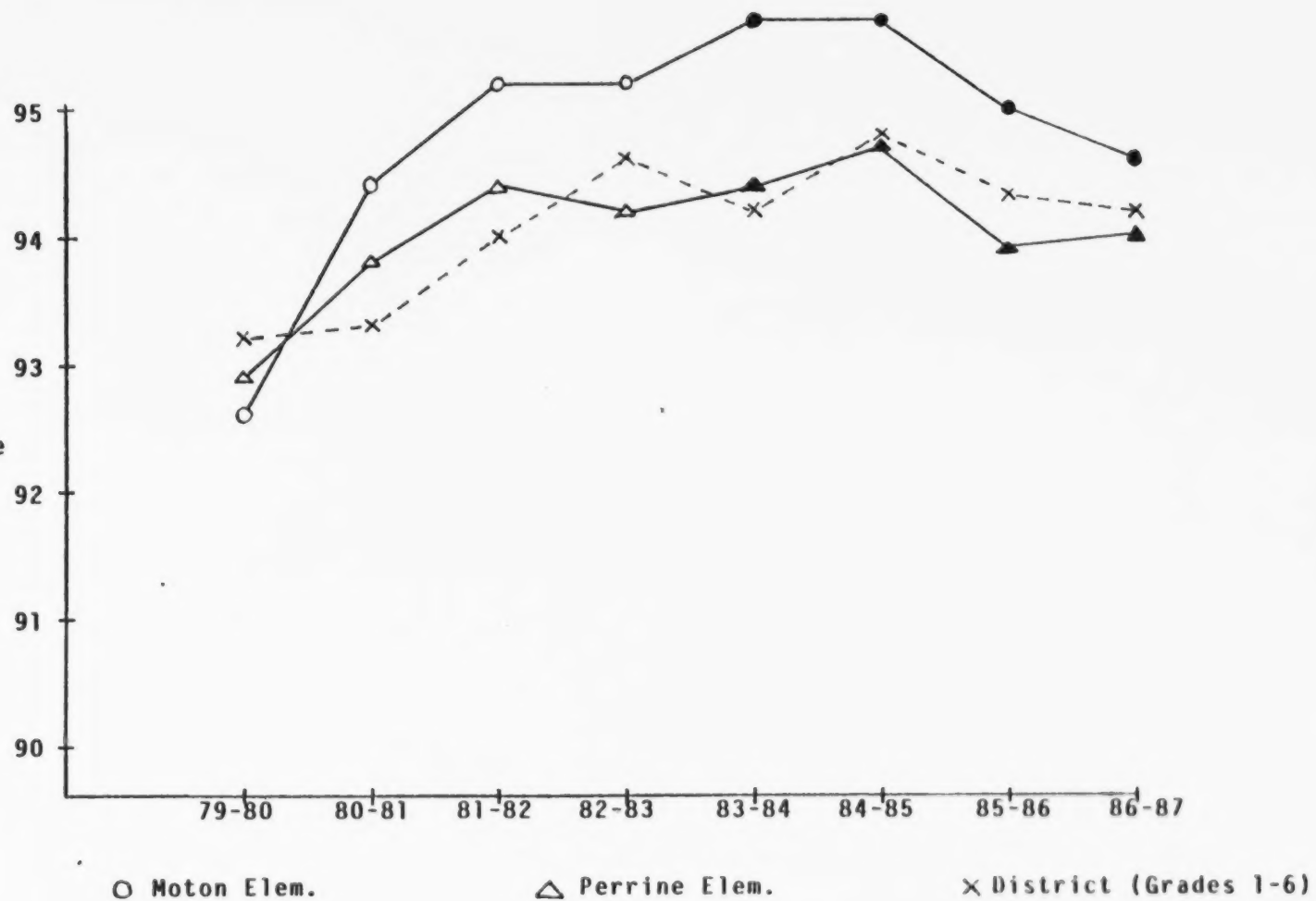
Annual
Attendance
Rate

Figure 13. School and District Attendance Rates: Elementary Programs

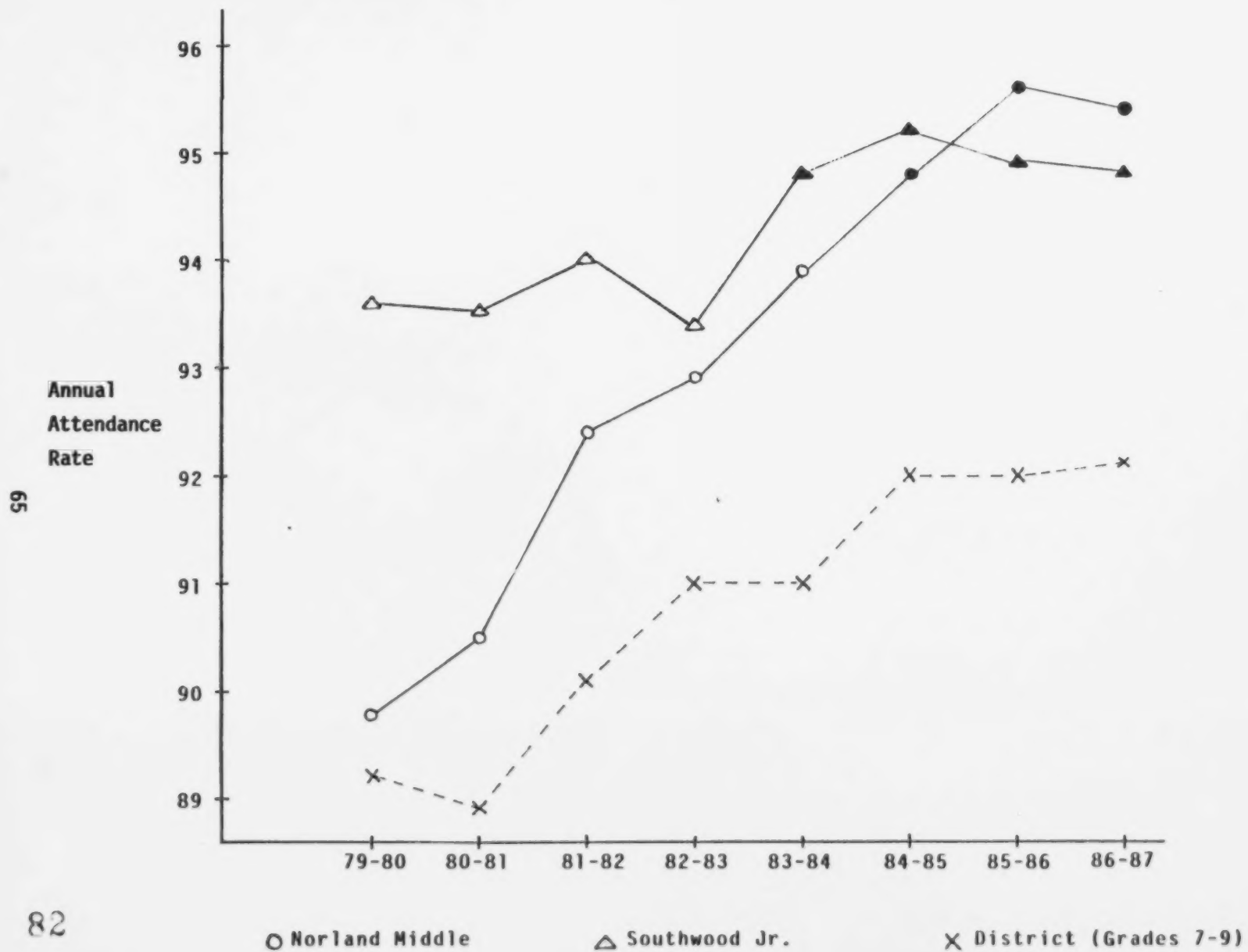


Figure 14. School and District Attendance Rates: Secondary Programs

I. IMPACT OF MAGNET PROGRAM UPON SENDING SCHOOLS

Evaluation Procedures

The impact of the program upon schools from which magnet students are drawn was assessed using responses given on the Impact of Magnet Program Upon Home Schools (see Appendix G). The survey included items to assess the effect of the magnets upon home schools in the following areas:

- a. racial balance of the school's student population;
- b. ethnic balance of the school's student population;
- c. student enrollment;
- d. level of parental involvement and satisfaction;
- e. level of community interest;
- f. achievement level of the student body;
- g. quality of the school's expressive arts program;
- h. changes in the school's curriculum.

Schools from which a substantial number of magnet program students transferred during 1986-87 were identified. These were the home schools of at least ten percent of the out-of-area magnet program students. The principal of each school was requested to complete the above-mentioned survey. Surveys were returned by fourteen (74%) principals.

Evaluation Findings

For nearly each of the nine areas, most of the principals indicated that the home schools had been impacted by the magnet programs. Overwhelmingly, the magnet programs were described as having a negative impact upon the home schools.

For each area included on the survey, at least one-third of the responding principals indicated that the magnet programs had either a slight or significant negative impact upon their school. With the exception of the school's racial balance and level of parental involvement and satisfaction, a negative impact was reported by at least 50% of the principals on the specific areas assessed. However, the majority of principals indicated that the magnet's impact had been slight.

The more seriously affected areas were student enrollment and the quality of the school's expressive arts program. Forty-three percent of the principals indicated that student enrollment had been significantly impacted in a negative direction. In the same manner, the quality of the school's expressive arts program was felt to be significantly impacted in 36% of the schools.

In assessing the impact of the program, it appears that the principals' assessments were not based on a comparison of current enrollment with the pre-magnet figures, but a comparison with school figures if the magnet students had not transferred. In each case in which the principal specifically described the manner in which his/her school had been impacted, the loss of FTE-based positions was expressed. The major concern of principals, therefore, with respect to enrollment was the additional budget allocation that could be derived with the presence of the talented students.

The negative program impact in other areas can be attributed to the principals' perceptions of the talented students. A number of the principals considered the transfer students to be, as described by one principal, "the highest quality." The loss of such "high quality" students was often given as an explanation for the program's negative impact (although slight in most cases) upon student achievement, level of parental involvement, quality of the expressive arts program and quality of the school's curriculum. Some principals stated that the loss of these students had resulted in the school's inability to offer advanced programs.

J. PROGRAM FUNDING

Evaluation Procedures

Information regarding program cost was obtained from the program's administrative staff and District records. Items were also included with interview questions to assess the perceptions of magnet program principals regarding the adequateness of program funding.

Evaluation Findings

Funding for the four sites during 1986-87 totaled \$1,252,196. Table 17 (page 69) presents the cost per student for the regular program, magnet program and transportation. The monetary figure for the magnet program is the cost above the regular program cost.

Three of the four principals interviewed indicated that the 1986-87 level of magnet program funding was not adequate. The principal of one of the three schools indicated that booster clubs had been organized and were necessary to secure funds for essentials. Two other principals felt that funds were insufficient due to the high cost of supplies in areas such as photography and drama, as well as the quantity of consumable materials used in art. In addition, one principal felt that additional funds were needed to hire consultants in more specialized areas such as sculpture, violin, lithography, etc.

TABLE 17
PER STUDENT COSTS OF PROGRAMS AND TRANSPORTATION
AT TARGET SCHOOLS

	Basic Cost/Student	Magnet Cost/Student	Transportation Cost/Student
Perrine Elementary	\$ 2,640.80	\$ 944	\$ 1104
Moton Elementary	\$ 2,581.81	\$ 792	\$ 1104
Norland Middle	\$ 2,256.50	\$ 896	\$ 561
Southwood Junior	\$ 2,348.47	\$ 938	\$ 1139

K. PROBLEM AREAS AND NEEDS

Evaluation Procedures

Items were included on the Teacher Satisfaction Survey specifically for teachers in the talent program. Responses to these items provided information on staff development and curriculum development needs. Questions were also posed during interviews with principals to determine the nature of problems associated with the program.

Evaluation Findings

Teacher Training

A majority of the talent program teachers (62%) indicated that a need existed for improvement in teacher training. Nearly one-third of the total sample felt that there is a serious need. The need was most prevalent among secondary teachers, with 71% indicating the existence of a need in contrast to 38% of the elementary teachers. One-third of the secondary respondents felt a serious need for improvement in staff development.

Teachers were asked to describe the nature of needs related to teacher training. Mentioned most frequently by teachers expressing a need was the opportunity to update their particular specialty. Some also felt that either they or other teachers were too limited in their training and needed inservice in other areas related to their disciplines, resulting in more well-rounded personnel.

A second area mentioned frequently was a need to learn current perspectives and techniques in working with artistically talented and/or middle/junior high students. This may be related a broader problem expressed by one respondent who stated that there is not a proper balance between artist and teacher and that, for some teachers, their artistic skill outweighs their teaching skill. Such a situation indicates a general need for inservice that would improve their teaching techniques and interpersonal skills with students.

It should be noted that, of the teachers expressing a need, a disproportionately larger percentage were dance and drama teachers. This may point to the need for special attention in these two specialties.

Curriculum Development

A large percentage of the teachers (53%) felt that there is a current need for curriculum development in their speciality, specially designed for the talent program. Twenty-three percent (23%) of the total sample classified the need as serious. As with inservice, a much larger percentage of the secondary teachers (64%) expressed a need, with 23% feeling a serious need. This compares to only two of the eight elementary respondents (25%) who expressed the existence of a need for curriculum development.

These was no single concern related to curriculum development that was repeated. The different comments suggest a general need to reevaluate and/or upgrade the talent program curriculum. Some of the needs given by the respondents are listed below.

1. The curriculum should be stated.
2. A more well-rounded program should be offered, e.g. teach different types of dance.
3. There should be greater uniformity in the curriculum offered by different programs.
4. A supervisor of dance is needed within the District.
5. There should be greater continuity between levels of a speciality.

As was the case with staff development needs, a large percentage of the teachers expressing a need were dance and drama teachers.

Problem Areas

Transportation was viewed by three of the four principals as being one of the most serious problems associated with their magnet project. One principal indicated that, at the time of the interview, five students had returned to their home school because of this problem. Another school had lost 25 Hispanic students, an ethnic group seriously underrepresented in the program.

Among the transportation problems expressed by the principals were the following:

1. failure to pick up students;
2. late arrival to and from school;
3. breakdown of buses;
4. wrong stops.

As noted in a previous section, the majority of magnet program parents expressed satisfaction with transportation, a contradiction of statements given by principals. It is very likely that parent data may not provide an accurate assessment of this issue since parents most dissatisfied with transportation had withdrawn their children from the program and were no longer a part of the parent population. Therefore, their views would not be reflected in the data.

All three principals also indicated that the problem is compounded by driver insensitivity. Both expressed a need for training for bus drivers -- including substitute drivers -- in order to facilitate a greater degree of empathy. In addition to drivers, one principal also recommended training sessions for route specialists and supervisors.

Recruitment and space were also identified as critical problem areas, but there was no overall agreement among principals with respect to these two areas. One principal stated that recruitment was a serious problem in terms of keeping ethnic balance. Because of inadequate space, another principal indicated that enrollment in the magnet program had been capped. The principal expressed concern regarding the school's inability to serve qualified students who desire to enter the program.

To summarize, the majority of teachers indicated a need for curriculum development in their specialty and to improve staff development for talent program teachers. The overwhelming majority of teachers expressing needs in both areas were employed in the secondary programs.

Few problems were associated with program. Transportation, however, was mentioned most often by principals as a problem of severe magnitude.

IV. CONCLUSIONS

CONCLUSIONS

Overall, the findings of the magnet program evaluation indicate that the magnet program has been successful. Findings of the evaluation provide the basis for a discussion of program successes from several perspectives. Some problems were also identified, however these were not found to be the result of any intrinsic program feature.

Program Successes

Accomplishment of Goals. As stated in the introduction, two of the primary goals of the magnet program are to decrease segregation in racially isolated schools and to increase the student population in underenrolled schools. For both goals, the findings of the evaluation are positive. Overall, the magnet programs have impacted racial segregation by slowing the rate of racial isolation in each of the schools and by actually reducing the school/district discrepancy in the representation of racial groups within the elementary schools.

For both of the elementary magnet sites, the findings related to these two areas are most encouraging. At both elementary sites, post-magnet enrollment was significantly higher than enrollment during the years that immediately preceded program start. Also, the representation of blacks in both schools more closely represented the districtwide percentage during the post-magnet period. Changes in enrollment and school/district disparity measures strongly suggest that these improvements were outcomes of the talent program.

Post-magnet enrollment was higher at both secondary sites, however only at Southwood Junior do trends suggest that the gain was the result of the talent program. Racial and ethnic percentages failed to become closer to districtwide percentages at either of the schools. Increases in racial and ethnic disparities were slight, with the exception of changes in the school/district disparity at Norland Middle.

In spite of the higher racial disparity measures in 1986-87, there is some reluctance in concluding program failure at Norland Middle, as this situation typifies a dilemma associated with magnet programs. If the magnet is successful in attracting a large number of students underrepresented at the school, the program accomplishes its primary objective. However, is the program not also successful if it attracts a large number of students, even if those students are of the majority group? In the latter situation, it is successful in that its program is unique and appealing. It is also considered unsuccessful in that it is attractive to the wrong type of student.

Student/Parent/Teacher Satisfaction: The findings revealed a high level of student, parent and teacher satisfaction within the elementary and secondary programs. In some areas, there was a higher level of satisfaction among individuals associated with the magnet program; however, the level of satisfaction among individuals more closely associated with the regular program was not of a magnitude to warrant concern.

Failure To Elicit Negative Outcomes In Magnet Sites. The findings also failed to identify a low level of satisfaction in areas where a high degree of dissatisfaction -- particularly among magnet program parents -- would be expected. The four magnet program principals identified transportation as a major problem associated with the program. A minority of the parents of students in the magnet program expressed discontent with transportation to and from school. A majority of the magnet program parents also indicated that they were happy with their child's opportunity to participate in extracurricular activities (more secondary than elementary, however) and the extent to which their child felt that he or she was a part of the school. In fact, a larger percentage of magnet program parents expressed satisfaction in these two areas than parents of students in the regular program.

Data indicate that the magnet program had positively impacted the regular program in areas that would affect general satisfaction and public confidence in education. Principals were able to identify a number of areas in which positive changes had been made as a result of magnet implementation. Teacher identification of areas in which there had been positive changes matched, to a great extent, those identified by principals. Neither teachers nor principals identified any aspect of the school that had worsened as a result of the program.

Possession of "Ideal" Magnet Traits. Raywid¹ delineated some traits constituting the "ideal design for magnets." Three of these traits was found to be associated with the programs offered at the four target sites.

1. A principal and staff capable of accomplishing the theme as it has been presented to the public. Principals were satisfied with the quality of magnet program staff and felt that nearly all fell into master teacher category.
2. Good transportation and school security services. Transportation was found to be a major problem area. However, a high percentage of parents and teachers expressed satisfaction with school safety.
3. Student and staff composition that closely reflects the racial and ethnic composition of the community. For each of the schools, the current level of disparity measures for classroom teachers is very low. Although disparity measures for teachers are higher with respect to ethnicity, they appear to be improving and are moderately low.

Areas of Concern

Included in the study was an examination of factors which might affect the racial and ethnic representation of the magnet student population. These factors were student screening and selection and program recruitment. From the responses of magnet program principals and teachers, current selection criteria are appropriate and effective in selecting the type of students best served by the program. Among those who felt that revisions are necessary, most indicated that the needed revisions are minor. On the otherhand, findings related to program recruitment warrant special attention.

¹Raywid, M.A. "Family Choice Arrangements in Public Schools." Review of Educational Research, Vol. 55, Winter 1985, 435-467.

Data were presented to show that the representation of students across schools was not similar. Schools were identified in the administrative areas with either no student representation in the magnet program or a significantly low representation in comparison to other schools. Contrary to expectation, the over-representation of students is concentrated in a small number of schools in close proximity of the magnet site. A better racial and ethnic mix within the student populations could possibly be achieved if there were a more even distribution of transfer students among sending schools.

To some extent, the disproportionate student representation is due to recruitment. Only a small number of principals in schools with low student representation indicated that recruitment had been extensive. Most felt that recruitment efforts reached only a moderate or low percentage of eligible students in the schools. The principals' descriptions of recruitment activities conducted at the schools would suggest that an aggressive recruitment campaign had not been conducted. In a majority of the schools with a low representation of students, recruitment had been limited to such activities as the distribution of brochures and applications, posters about the program, and meetings with fine arts teachers. Few presentations directly to students and/or parents had been made.

Another major contributor to this problem is the program's perceived impact upon the sending school. One of the magnet program principals, during an interview, made note of the difficulties experienced in their recruitment efforts due to this problem. The principal indicated that recruitment had been difficult in some schools because of the program's negative impact upon the schools' expressive arts programs and FTEs.

Responses obtained from most principals of schools with a large student representation in the program supported this principal's statement. Of the potential areas in which the program could have a negative impact, student enrollment and quality of the expressive arts program were identified most frequently by the principals surveyed.

Although principals of underrepresented schools identified other causes for low representation -- distance of school from the magnet site and low student interest --, principals could possibly do little to encourage student participation because of their perceptions of the program's impact upon the school.

APPENDIX A

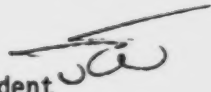
TEACHER SATISFACTION SURVEY

OFFICE OF EDUCATIONAL ACCOUNTABILITY

M E M O R A N D U M

RT-2816
March 4, 1987

TO: Selected Teachers

FROM: Ray Turner, Assistant Superintendent 
Office of Educational Accountability

SUBJECT: REQUEST TO COMPLETE ENCLOSED SURVEY: TEACHER SATISFACTION SURVEY

This year, the Office of Educational Accountability is evaluating magnet programs in four of the district's schools: Perrine Elementary, Moton Elementary, Norland Middle, and Southwood Junior. One of the issues being addressed in the study is the perceptions of teachers within the schools.

The enclosed survey, Teacher Satisfaction Survey, assesses the degree of teacher satisfaction with different aspects of their school and job. Each teacher in your school is being requested to complete the survey. We are requesting that you complete the instrument and return it to this office -- Mail Code: 9999, Room 500, Attn: Dr. Connor -- by March 13.

Please give your honest opinion. No information which could be used to identify individual teachers is being requested. The information you give will be used for program evaluation purposes only.

Please direct any questions you may have regarding this activity to Dr. Lynne Connor at 376-1506. Your cooperation is appreciated.

RT/LC:ln

Enclosure

cc: Dr. Joseph DeChurch
Mr. Horace L. Martin
Dr. Ida Whipple
Dr. Rosamma Nyberg
Mr. Elliott Berman
Mr. John Gilbert

DADE COUNTY PUBLIC SCHOOLS

Teacher Satisfaction Survey

You are being asked to complete this survey so that we may obtain your opinions about your job and school. It is important that you assist us in evaluating the magnet program at your school by sharing your opinions.

There are no right or wrong answers. Simply give an honest opinion. Your answers will be kept confidential.

Please read each item carefully. Note that four (4) responses are given with each item. Circle the response which most clearly represents your feeling.

EXAMPLE:

How would you rate the
job your school is doing
to prepare students to
become enlightened Very
citizens? Good . . . Good . . . Fair . . . Poor . . .

Teachers in the regular program should complete the items on pages 1-3. Teachers assigned to the magnet program should complete all pages.

Please complete the survey by March 13 and return it by school mail to:

Mail Code: 9999, Room 500
Attention: Dr. Connor

Your cooperation is appreciated.

Office of Educational Accountability
Miami, Florida
March, 1987

Auth:FM;Exp.Date March 31, 1987

QUESTION: How would you rate your job in the following areas?

1. the amount of time you can devote to instruction and learning activities	Very 1. Good . . . Good . . . Fair . . . Poor . . .
2. the interest students show in their subjects and assignments	Very 2. Good . . . Good . . . Fair . . . Poor . . .
3. the progress your students have made in your subject area/specialty	Very 3. Good . . . Good . . . Fair . . . Poor . . .
4. your students' general level of achievement	Very 4. Good . . . Good . . . Fair . . . Poor . . .
5. the quality of relationships you have with your students	Very 5. Good . . . Good . . . Fair . . . Poor . . .
6. the quality of relationships you have with other teachers in the school	Very 6. Good . . . Good . . . Fair . . . Poor . . .
7. your enjoyment of teaching	Very 7. Good . . . Good . . . Fair . . . Poor . . .
8. the personal attention you are able to give your students	Very 8. Good . . . Good . . . Fair . . . Poor . . .
9. student morale	Very 9. Good . . . Good . . . Fair . . . Poor . . .

QUESTION: How would you rate your school in the following areas?

10. teacher morale	10. Very Good . . . Good . . . Fair . . . Poor . . .
11. respect students show toward teachers	11. Very Good . . . Good . . . Fair . . . Poor . . .
12. student discipline	12. Very Good . . . Good . . . Fair . . . Poor . . .
13. the school's curriculum	13. Very Good . . . Good . . . Fair . . . Poor . . .
14. support given by parents	14. Very Good . . . Good . . . Fair . . . Poor . . .
08 15. safety of students and teachers during the school day	15. Very Good . . . Good . . . Fair . . . Poor . . .
16. the quality of the school's educational program	16. Very Good . . . Good . . . Fair . . . Poor . . .
17. the number and type of courses offered in your subject area or specialty	17. Very Good . . . Good . . . Fair . . . Poor . . .
18. support from the school's administration	18. Very Good . . . Good . . . Fair . . . Poor . . .
19. the availability of supplies, materials and equipment that you need	19. Very Good . . . Good . . . Fair . . . Poor . . .

20. the job the school is doing
in teaching basic skills

20. Very
Good . . . Good . . . Fair . . . Poor . . .

21. students' attitudes toward
other races or ethnic groups

21. Very
Good . . . Good . . . Fair . . . Poor . . .

22. students' self image

22. Very
Good . . . Good . . . Fair . . . Poor . . .

23. community interest and involvement

23. Very
Good . . . Good . . . Fair . . . Poor . . .

24. OTHER: (specify)

24. Very
Good . . . Good . . . Fair . . . Poor . . .

25. Do you have a teaching assignment in the talent program at your school?

_____ yes, full-time
_____ yes, part-time
_____ no

26. Indicate your school.

_____ Perrine Elementary
_____ Moton Elementary
_____ Norland Middle
_____ Southwood Junior

THE FOLLOWING ITEMS ARE TO BE COMPLETED BY TEACHERS IN THE TALENT PROGRAM

1. Indicate your subject specialty.

☐ art ☐ photography ☐ dance
☐ drama ☐ television production
☐ music ☐ creative writing

2. Are you familiar with the criteria used for selecting talent program students in your subject specialty?

☐ Yes ☐ No

3. Are the selection criteria effective in identifying the types of students you feel should be enrolled in the talent program?

☐ Yes ☐ No ☐ Don't Know

4. To what extent are revisions in the selection criteria for your specialty needed?

☐ Major revisions are necessary.
☐ Minor revisions are necessary.
☐ No revisions are necessary.

5. Describe the changes that should be made.

6. Should a student's academic performance be included among the criteria for remaining in the talent program?

☐ Yes ☐ No ☐ Don't Know

Why or Why not? _____

7. Is there currently a need for improvement in teacher training for teachers in the talent program?

☐ Yes, a serious need ☐ Yes, a minor need ☐ No

8. If yes, describe the nature of improvements needed in the area of teacher training.

9. Is there currently a need for curriculum development, specifically for the magnet program, in your specialty?

☐ Yes, a serious need ☐ Yes, a minor need ☐ No

10. Comments: _____

(Perrine Elementary Only)

11. Is the talent program appropriate for all age groups that are considered for selection at your school?

___ Yes ___ No

Why or Why not? _____

Thank your for your cooperation.

APPENDIX B

PARENT SATISFACTION SURVEY

PARENT SATISFACTION SURVEY

86 111

Parent Satisfaction Survey

QUESTION: How happy are you with the following at your child's school?

1. the morale of students at the school	Very Happy ...	Happy ...	Unhappy ...	Very Unhappy ...	No Opinion
2. the amount of personal attention teachers give your child	Very Happy ...	Happy ...	Unhappy ...	Very Unhappy ...	No Opinion
3. student discipline	Very Happy ...	Happy ...	Unhappy ...	Very Unhappy ...	No Opinion
4. the amount of concern teachers have for students	Very Happy ...	Happy ...	Unhappy ...	Very Unhappy ...	No Opinion
5. the job the school is doing in teaching basic skills	Very Happy ...	Happy ...	Unhappy ...	Very Unhappy ...	No Opinion
6. safety of students while attending school	Very Happy ...	Happy ...	Unhappy ...	Very Unhappy ...	No Opinion
7. the number and type of courses offered at the school	Very Happy ...	Happy ...	Unhappy ...	Very Unhappy ...	No Opinion
8. your child's grades	Very Happy ...	Happy ...	Unhappy ...	Very Unhappy ...	No Opinion
9. the interest your child shows in his/her subjects and assignments	Very Happy ...	Happy ...	Unhappy ...	Very Unhappy ...	No Opinion
10. the role school has played in developing your child's special talent(s)	Very Happy ...	Happy ...	Unhappy ...	Very Unhappy ...	No Opinion
11. the extent that your child feels that he or she is a part of the school	Very Happy ...	Happy ...	Unhappy ...	Very Unhappy ...	No Opinion

QUESTION: How happy are you with the following at
your child's school?

12. your child's attitude about himself or herself while he/she has been attending the school	Very Happy ...	Happy ...	Unhappy ...	Very Unhappy ...	No Opinion
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13. your child's scores on standardized tests	Very Happy ...	Happy ...	Unhappy ...	Very Unhappy ...	No Opinion
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14. the progress your child has made while at the school	Very Happy ...	Happy ...	Unhappy ...	Very Unhappy ...	No Opinion
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15. the amount of time teachers devote to instruction in the classroom	Very Happy ...	Happy ...	Unhappy ...	Very Unhappy ...	No Opinion
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16. the quality of the school's educational program	Very Happy ...	Happy ...	Unhappy ...	Very Unhappy ...	No Opinion
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17. your child's opportunity to participate in extra- curricular activities (clubs, band, chorus, etc.)	Very Happy ...	Happy ...	Unhappy ...	Very Unhappy ...	No Opinion
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18. school rules and regulations	Very Happy ...	Happy ...	Unhappy ...	Very Unhappy ...	No Opinion
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19. the relationship your child has with other stu- dents at the school	Very Happy ...	Happy ...	Unhappy ...	Very Unhappy ...	No Opinion
--	-------------------	-----------	-------------	---------------------	---------------

20. the relationships between your child and his/her teachers	Very Happy ...	Happy ...	Unhappy ...	Very Unhappy ...	No Opinion
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21. transportation to and from school	Very Happy ...	Happy ...	Unhappy ...	Very Unhappy ...	No Opinion
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22. Other (specify)

114

Very Happy ...	Happy ...	Unhappy ...	Very Unhappy ...	No Opinion
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115

23. Indicate your child's school.

☐ Perrine Elementary

☐ Moton Elementary

☐ Norland Middle

☐ Southwood Junior

24. Indicate your child's grade.

☐ 3 ☐ 6 ☐ 9

☐ 4 ☐ 7

☐ 5 ☐ 8

25. Is your child enrolled in the talent program at his/her school?

☐ Yes

☐ No

26. Does your child participate in any extra-curricular activities at school (such as clubs, sports, singing groups, band, etc.)?

☐ Yes

☐ No

27. If your answer to question #26 was "no", please indicate the reason.

☐ My child is not interested.

☐ Lack of transportation from the school.

☐ My child is involved in other activities at home.

☐ Other reason (please explain below)

APPENDIX C

INTERVIEW QUESTIONS

MAGNET PROGRAM EVALUATION

INTERVIEW QUESTIONS

Respondents: Principals (Magnet Schools)

Office of Educational Accountability

January 1987

A. TEACHER SELECTION AND RETENTION

1. What procedures do you use to identify prospective teachers for the magnet program?	Description of Procedures:
2. To what extent have these procedures been effective in identifying the kinds of applicants you would like for this type of program?	☐ Very effective ☐ Somewhat effective ☐ Somewhat ineffective ☐ Very ineffective
3. (If Procedures are Ineffective) Is the ineffectiveness of the procedures the result of any restrictions posed by district policy? ☐ Yes ☐ No	Explanation:
4. About what percentage of your magnet program's instructional staff falls into the master teacher category in their particular area of focus?	☐ Low (0 - 24%) ☐ Moderate (25 - 75%) ☐ High (76 - 100%)
5. Is the current teacher evaluation system appropriate for evaluating staff in the magnet program? ☐ Yes ☐ No (explain)	Explanation:
6. How difficult is it for you to dismiss teachers whose level of competency is not sufficient for this type of program?	☐ Very difficult ☐ Somewhat difficult ☐ Somewhat easy ☐ Very easy

12. Has there been a change in the availability of prospective teachers from underrepresented ethnic groups? ____ Yes (describe) ____ No	4a. Description of change: 4b. Opinion of why change has taken place:
13. Are there other comments that you would like to make about teacher hiring for your regular program? ____ Yes ____ No	5. Other comments:

B. STUDENT SCREENING AND SELECTION

1. Obtain copy of criteria for program entrance.	
2. Do you feel that each of these criteria is prerequisite for a successful experience in the magnet program? ___ Yes ___ No	
3. <u>If no</u>, what specific criteria are NOT prerequisite, and why?	Inappropriate criteria:
4. Are there other entry criteria which should be added? ___ Yes (specify) ___ No	Additional criteria:
5. Does the magnet/talent program approach appear to be appropriate for all of the age/grade groups in your school? ___ Yes ___ No (explain)	Explanation:

6. Do the academic requirements pose any undue hardship on certain student groups? ☐ Yes (explain) ☐ No	Explanation:
7. What recruitment procedures do you use to attract students?	Recruitment Procedures:
8. Have you begun recruiting for 1987-88? ☐ Yes ☐ No (explain)	Explanation:
9. Do you feel that the recruitment procedures have been effective in attracting students from different schools and areas? ☐ Yes ☐ No (explain)	Explanation: Action being taken:
10. Do you feel that the recruitment procedures are effective in attracting sufficient numbers of students of different ethnic groups? ☐ Yes ☐ No (explain)	Explanation: Action being taken:

C. IMPACT OF MAGNET ON REGULAR PROGRAM

1. Overall, has the magnet project had a positive or negative impact on the regular school program? ☐ positive (explain) ☐ negative (explain)	Explanation:
2. As a result of the magnet project, has there been any changes in any of the following areas? (Request explanation if response is "yes.") ☐ a. Student attendance ☐ b. Staff commitment/dedication ☐ c. Curriculum ☐ d. Students' attitude toward other races ☐ e. Parental involvement and satisfaction ☐ f. Community interest and involvement ☐ g. Student achievement ☐ h. Student interest in learning ☐ i. Teacher turnover ☐ j. Students' self-image	Explanation:
3. Can you identify other areas in which you have observed changes in the regular program since implementation of the magnet project (positive or negative)? ☐ Yes (explain) ☐ No	Other areas of changes:
4. Are there any aspect(s) of the magnet project that should be changed in order to facilitate a more positive impact on the regular program? ☐ Yes (specify changes) ☐ No	Recommended changes:
5. Are there any other comments that you'd like to make about your school's magnet project and its impact upon the regular program? ☐ Yes ☐ no	Comments:

D. GENERAL

1. What do you feel are the most serious problems associated with this school's magnet program?	Problems:
2. What should be done to eliminate these problems?	Proposed Solutions:
3. Do you feel that the current funding for the magnet project is adequate? ☐ Yes ☐ No (explain)	Explanation:
4. Are there any other comments that you'd like to make about your school's magnet program and what can be done to improve it? ☐ Yes ☐ No	Comments:

APPENDIX D

ASSESSMENT OF MAGNET PROGRAM RECRUITMENT

OFFICE OF EDUCATIONAL ACCOUNTABILITY

M E M O R A N D U M

RT-2828
March 4, 1987

TO: Selected Principals
FROM: Ray Turner, Assistant Superintendent
Office of Educational Accountability
SUBJECT: REQUEST TO COMPLETE ENCLOSED SURVEY

This year the Office of Educational Accountability is evaluating four of the District's magnet programs in the expressive arts. These programs are offered at Perrine Elementary, Moton Elementary, Norland Middle and Southwood Junior. One of the issues being addressed in the study is magnet program recruitment.

Enclosed is a survey entitled Assessment of Magnet Program Recruitment. The purpose of the survey is to determine the nature and extensiveness of recruitment activities and to identify causes for low representation in some schools.

From an analysis of enrollment data, your school was identified as one with below-average student representation in your area's expressive arts magnet program. We feel that you can provide information to assist us in evaluating magnet program recruitment.

Please complete the survey and return it to Mail Code: 9999, Room 500 by March 16. Direct any questions you may have regarding this activity to Dr. Connor at 376-1506. Your cooperation is appreciated.

RT/LC:cj

Enclosure(s)

cc: Dr. Joseph DeChurch
Mr. Horace L. Martin

DADE COUNTY PUBLIC SCHOOLS
MAGNET PROGRAM EVALUATION
ASSESSMENT OF MAGNET PROGRAM RECRUITMENT

SCHOOL _____

- A. Place a check in the appropriate space(s) to indicate the recruitment efforts conducted in your school to attract students to the area's expressive arts magnet program. Activities taken place during 1985-86 should be indicated in the spaces on the left. Spaces on the right should be used to indicate activities conducted in 1986-87.

<u>1985-86</u>		<u>1986-87</u>
_____	1. Placement of posters about program in different areas of the school	_____
_____	2. Dissemination of brochures about program to students	_____
_____	3. Presentation(s) to student groups by EAP magnet program recruiter	_____
_____	4. Presentation(s) at parent meeting by magnet recruiter	_____
_____	5. Distribution of student applications	_____
_____	6. OTHER: _____	_____
_____	7. OTHER: _____	_____

- B. Overall, how would you describe the recruitment efforts in your school by your area's expressive arts magnet program within the past year?

_____ Recruitment efforts are extensive and reach a large percentage of the eligible students.

_____ Recruitment efforts are marginal and reach only a moderate percentage of the eligible students.

_____ Recruitment efforts are minimal and reach only a small percentage of eligible students.

_____ There have been no recruitment activities in this school to attract students in the expressive arts magnet program.

C. Which of the following are reasons for the low representation of students from your school in the area's expressive arts magnet program? Place a check in the appropriate spaces.

1. lack of transportation or
poor transportation

☐ major reason
☐ minor reason
☐ not a reason
☐ do not know

2. lack of student interest

☐ major reason
☐ minor reason
☐ not a reason
☐ do not know

3. failure of students to
meet selection criteria

☐ major reason
☐ minor reason
☐ not a reason
☐ do not know

4. poor recruitment efforts
by the magnet school

☐ major reason
☐ minor reason
☐ not a reason
☐ do not know

5. distance to magnet site

☐ major reason
☐ minor reason
☐ not a reason
☐ do not know

6. OTHER (specify):

☐ major reason
☐ minor reason
☐ not a reason
☐ do not know

D. What can be implemented to increase the number of magnet program students from your school?

E. ADDITIONAL COMMENTS ABOUT MAGNET PROGRAM RECRUITMENT AT YOUR SCHOOL:

APPENDIX E

QUALITY OF SCHOOL LIFE FOLLOWUP SURVEY

OFFICE OF EDUCATIONAL ACCOUNTABILITY

M E M O R A N D U M

RT-2881
April 21, 1987

TO: Selected Teachers

FROM: Ray Turner, Assistant Superintendent *(signature)*
Office of Educational Accountability

SUBJECT: REQUEST TO DISTRIBUTE ENCLOSED SURVEYS

This year the Office of Educational Accountability is evaluating four of the District's magnet programs in the expressive arts. One aspect of the program being studied is student adjustment and success in programs after leaving the magnet/talent program environment. To investigate this issue, a sample of 5th, 7th, and 10th grade students who were enrolled in talent programs during 1985-86 are being surveyed to assess their perceptions of their new school environment.

One or more of the students identified for this activity (listed on the attached sheet) are enrolled in your class or homeroom. Please distribute a copy of the enclosed surveys to each student that is listed. The student(s) should complete them as directed.

After completion, the surveys should be placed in the envelopes that have been provided. Please place the envelopes in the school mail before May 1.

If you have any questions or concerns regarding this activity, please contact Dr. Lynne Connor at 376-1506. Your cooperation is appreciated.

RT/LC:cj

Attachment
Enclosures

cc: Dr. Joseph DeChurch
Mr. Horace Martin
Dr. Lynne Connor

DADE COUNTY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL ACCOUNTABILITY
QUALITY OF SCHOOL LIFE FOLLOWUP SURVEY

Dear Student:

You and a group of other 5th, 7th, and 10th grade students are being asked to complete this survey. This group consists of 100 students who were enrolled in a talent program in an elementary school or junior high school during the past school year. The purpose of the survey is to learn how you feel about your new school as well as the school you attended last year. Your answers will help us to study the talent program in the school you attended last year.

Please answer the questions that appear on this sheet. Begin with the items below and continue by completing the items that appear on the opposite side. Place a check (✓) in the space beside the answer that you select. You should also complete the items on pages 2 and 3 of the attached survey (Quality of School Life Scale).

When you finish, place the survey in the envelope and return it to your teacher so that it can be placed in the school mail. THANK YOU.

1. What school did you attend last year?

- ☐ 1. Perrine Elementary
- ☐ 2. Moton Elementary
- ☐ 3. Norland Middle
- ☐ 4. Southwood Junior

2. How long were you in the talent program at that school?

- ☐ 1. 1 year
- ☐ 2. 2 years
- ☐ 3. 3 years

3. In what type of program are you enrolled now?

- ☐ 1. I am enrolled in the talent program at my school.
- ☐ 2. I am enrolled in another type of magnet program (NOT TALENT).
- ☐ 3. I am NOT enrolled in a talent or magnet program.

4. This year. I enjoy school

- ☐ 1. more than I did last year.
- ☐ 2. less than I did last year.
- ☐ 3. about the same as I did last year.

5. I like the teachers at this school

- ☐ 1. more than my teachers last year.
- ☐ 2. less than my teachers last year.
- ☐ 3. about the same as my teachers last year.

6. This year. my classes are

- ☐ 1. better than last school year.
- ☐ 2. worse than last school year.
- ☐ 3. about the same as last school year.

7. This school year. my grades are

- ☐ 1. better than they were last year.
- ☐ 2. worse than they were last year.
- ☐ 3. about the same as they were last year.

ANSWER THE LAST TWO QUESTIONS ONLY IF YOU ARE NOT ENROLLED IN THE
TALENT PROGRAM AT YOUR SCHOOL

8. Do you still enjoy activities in your talent area?

☐ Yes

☐ No

9. Are activities in your talent area included in the things you do for fun?

- ☐ 1. Yes. very often
- ☐ 2. Yes. sometimes
- ☐ 3. Yes. seldom
- ☐ 4. No

APPENDIX F

TEACHER ASSESSMENT OF SCHOOL CHANGES

DADE COUNTY PUBLIC SCHOOLS
Teacher Assessment of School Changes

You are being asked to complete this survey so that we may obtain your opinions about changes that have taken place at your school since the implementation of the magnet program. It is important that you assist us in evaluating the magnet program at your school by sharing your opinion. Instructional personnel who have worked in schools with talent programs for 5 years or more are being asked to complete the survey.

There are no right or wrong answers. Simply give an honest opinion. Your answers will be kept confidential.

Please read each item carefully. Note that three (3) responses are given with each item. Circle the response which most clearly represents your feeling.

EXAMPLE:

How has your school changed in
the job it is doing to prepare
students to become enlightened
citizens?

Better . . . Worse . . . No Change

Please complete the survey by March 13 and return it by school mail to:

Mail Code: 9999, Room 500
Attn: Dr. Connor

Your cooperation is appreciated.

Office of Educational Accountability
Miami, Florida
March, 1987

QUESTION: Since the implementation of the magnet program in your school, how would you characterize the current situation with respect to the following areas?

- | | |
|--|---|
| 1. students' enthusiasm for learning | 1. Better.....Worse.....No change..... |
| 2. teacher morale | 2. Better.....Worse.....No change..... |
| 3. respect students show toward teachers | 3. Better.....Worse.....No change..... |
| 4. the amount of time you can devote to instruction and learning activities | 4. Better.....Worse.....No change..... |
| 5. the interest students show in their subjects and assignments | 5. Better.....Worse.....No change..... |
| 6. student discipline | 6. Better.....Worse.....No change..... |
| 7. the school's curriculum | 7. Better.....Worse.....No change..... |
| 8. parental involvement | 8. Better.....Worse.....No change..... |
| 9. safety of students and teachers during the school day | 9. Better.....Worse.....No change..... |
| 10. the progress your students have made in your subject area/specialty | 10. Better.....Worse.....No change..... |
| 11. students' general level of achievement | 11. Better.....Worse.....No change..... |
| 12. the quality of the school's educational program | 12. Better.....Worse.....No change..... |
| 13. the number and type of courses offered in your subject area or specialty | 13. Better.....Worse.....No change..... |

QUESTION: Since the implementation of the magnet program in your school, how would you characterize the current situation with respect to the following areas?

- | | |
|---|---|
| 14. support from the school's administration | 14. Better.....Worse.....No change..... |
| 15. the availability of supplies, materials, and equipment that you need | 15. Better.....Worse.....No change..... |
| 16. the quality of relationships you have with your students | 16. Better.....Worse.....No change..... |
| 17. the quality of relationships you have with other teachers in the school | 17. Better.....Worse.....No change..... |
| 18. your enjoyment of teaching | 18. Better.....Worse.....No change..... |
| 19. the personal attention you are able to give your students | 19. Better.....Worse.....No change..... |
| 20. the job the school is doing in teaching basic skills | 20. Better.....Worse.....No change..... |
| 21. students' attitudes toward other races or ethnic groups | 21. Better.....Worse.....No change..... |
| 22. students' self-image | 22. Better.....Worse.....No change..... |
| 23. community interest and involvement | 23. Better.....Worse.....No change..... |
| 24. OTHER: (specify) | 24. Better.....Worse.....No change..... |

INDICATE YOUR SCHOOL

- ☐ Perrine Elementary
- ☐ Polton Elementary
- ☐ Herland Middle
- ☐ Southwood Junior

APPENDIX G

IMPACT OF MAGNET PROGRAM UPON HOME SCHOOLS

OFFICE OF EDUCATIONAL ACCOUNTABILITY

M E M O R A N D U M

RT-2815
March 6, 1987

TO: Selected Principals

FROM: Ray Turner, Assistant Superintendent
Office of Educational Accountability

SUBJECT: REQUEST TO COMPLETE ENCLOSED SURVEY

This year, the Office of Educational Accountability is evaluating four of the district's magnet programs in the expressive arts. These four schools are Perrine Elementary, Moton Elementary, Norland Middle, and Southwood Junior. One of the issues being addressed in the study is the extent to which the programs impact the home schools of magnet program students.

Since your school has been identified as the home school for a large number of students enrolled in your area's expressive arts magnet program, we are requesting that you complete the enclosed survey form. Items on the survey assess the impact of the magnet program upon specific areas of your school. You are also requested to indicate other areas, not included on the survey, that have been impacted by the magnet program at one of the four schools.

Please complete the survey and return it to Mail Code: 9999, Room 500 by March 13. Direct any questions you may have regarding this activity to Dr. Connor at 376-1506. Your cooperation is appreciated.

RT/LC:ln

Enclosure

cc: Dr. Joseph DeChurch
Mr. Horace L. Martin

DADE COUNTY PUBLIC SCHOOLS
IMPACT OF MAGNET PROGRAMS ON HOME SCHOOLS

1. Determine whether your area's magnet program for the arts has had an impact upon your school in areas listed below. Please place a check next to the response which describes your assessment. Describe the nature of any impact (positive or negative) in the space provided below the item.

a. racial balance of the school's student population

_____ Significant Positive Impact
_____ Slight Positive Impact
_____ Slight Negative Impact
_____ Significant Negative Impact
_____ No Impact

b. ethnic balance of the school's student population

_____ Significant Positive Impact
_____ Slight Positive Impact
_____ Slight Negative Impact
_____ Significant Negative Impact
_____ No Impact

c. student enrollment

_____ Significant Positive Impact
_____ Slight Positive Impact
_____ Slight Negative Impact
_____ Significant Negative Impact
_____ No Impact

Auth:FM;Exp.Date:March 31, 1987

d. level of parental involvement and satisfaction

_____ Significant Positive Impact
_____ Slight Positive Impact
_____ Slight Negative Impact
_____ Significant Negative Impact
_____ No Impact

e. level of community interest

_____ Significant Positive Impact
_____ Slight Positive Impact
_____ Slight Negative Impact
_____ Significant Negative Impact
_____ No Impact

f. achievement level of your student body

_____ Significant Positive Impact
_____ Slight Positive Impact
_____ Slight Negative Impact
_____ Significant Negative Impact
_____ No Impact

g. quality of the school's expressive arts program

_____ Significant Positive Impact
_____ Slight Positive Impact
_____ Slight Negative Impact
_____ Significant Negative Impact
_____ No Impact

2. a. Has any aspect of your school's curriculum changed as a result of the talent program in your area?

☐ yes
☐ no

- b. If yes, please describe the nature of any curriculum changes.

3. List other aspects of your school (not included in item 1) that have been affected by the presence of the magnet program and describe the nature of their impact.

Area Impacted	Nature of Impact

The School Board of Dade County, Florida adheres to a policy of nondiscrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, sex, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of sex.

Age Discrimination Act of 1967, as amended - prohibits discrimination on the basis of age between 40 and 70.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the handicapped.

Florida Educational Equity Act - prohibits discrimination on the basis of race, sex, national origin, marital status or handicap against a student or employee.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal) and Section 295.07, Florida Statutes, which also stipulates categorical preferences for employment.